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THE PUBLIC IMAGE OF EDUCATION IN MARYLAND. FINAL REPORT.
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QUESTIONNAIRE RESPONSES FROM 896 COMMUNITY LEADERS (55 PERCENT OF TOTAL SAMPLE OF 1,643), REPRESENTING 11 GROUPS CONCERNED WITH EDUCATION IN MARYLAND, WERE STATISTICALLY ANALYZED TO DETERMINE HOW COMMUNITY LEADERS VIEW THE PUBLIC SCHOOLS, WHAT THEY CONSIDER THE DESIRABLE GOALS AND MAJOR PROBLEMS OF THE SCHOOLS AND HOW WELL THEY ARE BEING MET, AND HOW THEY BELIEVE SCHOOLS CAN MEET FUTURE DEMANDS AND RISING COSTS. RESPONDENTS INCLUDED STATE LEGISLATORS, LOCAL POLITICAL OFFICIALS, BOARDS OF EDUCATION, SCHOOL SUPERINTENDENTS, CLASSROOM INSTRUCTORS, PTA PRESIDENTS, BUSINESSMEN, INDUSTRIALISTS, LABOR AND FARM LEADERS, WONEN'S CLUB OFFICERS, AND COMMUNICATIONS MEDIA REPRESENTATIVES. THROUGH AN ANALYSIS OF RETURNS BY GROUPS, OCCUPATIONS, GEOGRAPHIC REGIONS, COMMUNITY ACTIVITIES AND INTERESTS, SCHOOL BACKGROUNDS, AND EVALUATIONS OF SCHOOL PERFORMANCE, THE STUDY CONCLUDED THAT COMMUNITY LEADERS ARE SYMPATHETICALLY INTERESTED IN THE PUBLIC SCHOOLS, SHOW HIGH AGREEMENT ON PARTICULAR ISSUES, AND PLACE HEAVY EMPHASIS ON INTELLECTUAL TRAINING, RAISING TEACHER STATUS, SMALLER CLASSES, INDIVIDUAL ATTENTION, BETTER COUNSELING, CHALLENGING STUDENTS TO MEET THEIR POTENTIALS, UPDATING VOCATIONAL TRAINING, IMPROVING SCHOOL COMMUNICATIONS, AND MORE STATE AID. TABULATED FINDINGS, INSTRUMENTS USED, AND MATERIAL COLLATERAL TO THE STUDY ARE APPENDED. (JK)

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THE PUBLIC IMAGE OF EDUCATION IN MARYLAND

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THE PUBLIC IMAGE OF EDUCATION IN MARYLAND

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August 1967

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

The Johns Hopkins University
Baltimore Maryland

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Chapter 1. Introduction

A. Problem. Although much has been said and written about education, relatively little is known about what the public, which must ultimately provide the ideological and financial support, thinks about the public schools and their mounting problems. In Maryland, where public school education is a major enterprise, the important decisions to be made depend upon an informed and a cooperating citizenry. It may be assumed that the community leaders in the State understand the complex problems facing education better than does the man on the street and that they exert greater influence in the formulation of educational policies. While a few attempts have been made in the past to ascertain the opinions of the general public and of leading business men, it would seem important to thoroughly examine the views of those leading citizens of Maryland whose efforts in large part determine the commitments and the successes of the public school system in the State.

Influential groups in our complex society are frequently relatively isolated from each other because communication between them is fragmented and incomplete. Therefore a neutral agency, such as a team of investigators from the Johns Hopkins University, could provide a specialized and dispassionate service by surveying and analyzing the attitudes of the community leaders of the State.

B. Preliminary Study. To determine if such an undertaking would be feasible and meaningful, a preliminary study was made. A group of 26 outstanding citizens of Maryland (1.1)* were interviewed and were asked to respond to a standard schedule of semi-structured questions dealing with some aspects of the public schools and their problems. The interviews, by graduate students, were recorded with loaned Dictaphone machines and were later transcribed verbatim. The responses to each question were analyzed for the key statements, which were set up as clusters of categories and then tabulated by frequency of mention (1.2).

Transcribed interviews, with the coded and tabulated analyses, were then returned to the respondents for their criticism and comments, to make certain that they had been recorded as saying what they had meant to say and that the analysis of their replies showed that they had been understood correctly. The revisions and written permission to quote the respondents either directly or indirectly were returned to the researchers on a form (1.3)

The complete procedure and the interesting findings of this interview study are discussed in the attached report (1.4).

* All forms, charts, tables and reports appear in the Appendix according to chapter (number preceding the decimal point) and sequence (number following the decimal point).

C. Review of Pertinent Literature. Securing the opinions of the public on the issues of public education is not altogether novel (the Gallup and Harris Polls, for example, often include questions on education in their surveys), although, as W. W. Charters, Jr., charges in his article, "Public Relations" in the 1960 edition of the Encyclopedia of Educational Research, "systematic educational research has contributed little to the development of the public relations movement."

The National Education Association issued in 1958 a publication called Public Opinion Polls on American Education, which summarized the findings from seven city, five state and three national polls taken between 1950 and 1958, some of which agreed with the findings of our initial study, particularly with regard to financial support.

J. L. McCaskill, "The Public Favors Federal Support," N.E.A. Journal (Nov. 1960), p. 10, reported on a nation-wide opinion poll by John F. Kraft, an indepedent research firm. Among eight national problems "Getting better schools and teachers" ranked fourth. When the interviewers analyzed the responses on this item, 42% of the respondents asserted that there were not enough good, well-trained and adequately paid teachers, while 31% emphasized overcrowded and inadequate classrooms. Almost two-thirds of the adults polled felt that federal aid to education should be increased.

The National Committee for Support of the Public Schools, established in 1963 with Mrs. Agnes Meyer as its chairman, analyzed the responses of 89 business and industrial leaders to an informal survey of their attitudes about some of the important issues facing public schools today, in The Business Man Looks at the Public Schools (Washington, D. C.: NCSPS, April 1964). The Committee in its Know Your Schools Fact Sheet, No. 3, states that "A number of citizens groups have pointed out the need for substantial increases in the financial support of public schools."

Cooperative Research Project No. 1828 (Jan. 31, 1964), entitled Community Organization and Support of the (Birmingham, Michigan) Schools sampled all registered voters, all adults residing in the Birmingham School District and new registered voters. Three questionnaires were administered, containing census items and questions on formal group membership, taxation, voting, curriculum, special school services, school personnel, buildings and facilities. The findings revealed that child enrollment in the public school is associated with school support; that school support is greater by those couples who have fled from the inner city to suburban areas than among those who remained in the city; and that support tends to arise from the more active, group-participating citizens.

The Report of the Citizens Interview Project (The Citizens School Advisory Committee of the Baltimore Public Schools, June 1964) describes a questionnaire of 47 items on communications, school-community relationships, interpretation and public understanding of school needs and issues which was orally administered to a random sample of 658 householders in Baltimore. The 515 respondents whose returns were processed were largely white (65%), female (77%), 40 years old or more (59%), and parents (79%). The findings of the survey were too voluminous to even summarize here; in general, the public thinking about the public schools was found to be favorable.

Gordon W. Blackwell, in "A Sociologist on School-Community Relationships," Annals of the American Academy of Political and Social Science, 302:128-135 (Nov. 1955), writes that sociological analysis of the nature of the local community reveals at least seven factors operating in the dynamics of community structure and function, an important one being the power structure. The locus of power, he says, may be in the political or economic organization of a community, the labor union, the management of big business or an industry, in the church or in an individual who may control two or more media of communication. Blackwell further emphasises that, in spite of increasing state and federal financial aid, the schools generally are extremely sensitive to local public opinion.

The rationale, then, for this study, THE PUBLIC IMAGE OF EDUCATION IN MARYLAND, derived from the necessity of determining exactly what are the attitudes and opinions of community leaders in Maryland towards public education, paricularly in view of the great emphasis which leading sociologists place on the importance of such leaders' interest in, responsibility for, and effect upon public schools. Sometimes individuals speak at meetings, on radio and on television, or write in newspapers and journals as if they represent the opinions of decision-making bodies. Polling citizens, at large or in stratified groups - as other surveys have done - does not penetrate to the heart of the matter. Our study was concerned with those community leaders whose opinions are most vital to educational policy making in Maryland, and was a rigorous polling of a broadly representative cross section of those leaders in order to achieve a rather complete picture of the climate of their opinion.

D. Objectives and Hypotheses. The purpose of this project was to help establish a sound basis for decision-making by those Maryland authorities who have the responsibility of administering the State's public schools, by ascertaining the attitudes and views of the leading citizens of Maryland on the following broad issues:

1. What is their attitude toward public school education, and in what ways do the public schools receive their support?
2. What should be the goals of public school education, and how well are the schools meeting these goals?
3. What are the major problems the public schools now face and how well are the public schools meeting them?
4. How can the public schools improve their work and meet future demands?
5. How can the public schools deal with increasing costs?

Since the questions posed are quite broad, an effort was made to break them down to specifics. From evidence colledted in the preliminary study (see description in 1.4 and tabulations in 1.2), the following major and subordinate hypotheses were formulated. It is important to point out that these hypotheses were derived from the statements of 26 of Maryland's outstanding citizens and did not spring fully developed from our minds by arm-chair reasoning.

1. There is a considerable degree of support for public schools.
    a. Groups and organizations in the State actively assist the public schools.
    b. Groups and organizations in Maryland would do more if called upon to do so.
    c. There is general agreement that there should be higher local taxes and more state aid for the schools.
2. There is a general awareness of some shortcomings in the public schools and a strong desire to have many of these deficiencies remedied.
    a. There is agreement that there could be improvement in the preparation of students for college.
    b. There is agreement that the schools are behind the times in the training of pupils for industrial jobs.
    c. There is agreement that the schools are not adequately dealing with retarded, deprived and bright children.
    d. There is agreement that the public schools need better internal administration.
    e. There is agreement that the public schools need a much improved public relations program.
3. The attitudes of the community leaders of the State are consistent with other representatives of their groups.
    a. Attitudes of leading citizens vary with the type of community in which they live.
    b. Attitudes of leading citizens vary with the geographic section of the State in which they reside and work.
    c. Attitudes of leading citizens vary with their own occupations.
    d. Attitudes of leading citizens vary with their activity and organizational affiliations.
    e. Attitudes of leading citizens vary with their own experiences in elementary and secondary schools.

Chapter 2. Method

The investigation dealt with a sample of a highly selected group of people whose understanding of, and interest in, the public schools is known to be keen. Because it was desired to cover the broad spectrum of educational, political, geographic and occupational groups throughout the state of Maryland, a paper-and-pencil mail survey was the most practical and cheapest device for the purpose.

A. General Design. The aim of the study was to learn about the opinions of outstanding citizens who take a leading part in public affairs and community problems in general and in education in particular. It seemed clear that the methodology of the public opinion polls was best suited for the purpose. Indeed, it was to be the same kind of operation; that is, the polling of a sample from a population in order to obtain estimates of the distribution of opinion in that population.

What was specific to this study, however, was the particular statistical universe from which the sample was to be drawn. The universe was not to be the public at large, or the public of voting age, or some other population, but was to consist of the groups of community leaders concerned with educational problems in Maryland: state-wide political bodies, local political bodies, boards of education, professional educators, parent-teacher groups, business groups, industrialists, labor and farm groups, women's groups and the communications media. Subdivisions of some of these ten groups brought the total to 21 (2.1).

B. Population. Respondents were selected from the above-mentioned groups of citizens, who were chosen because of their interest in, responsibility for, and effect upon the public schools of Maryland. While consideration was given to published studies of community leadership (for example, see Blackwell, op. cit.), there was no problem of the identification of leaders in this study, since only elected or appointed officers and officials who had already been identified as leaders by their peers constituted the population to be sampled. Considerable effort, however, was required to obtain reasonably accurate measures of the size of the population.

Mailing lists of community leaders were obtained from published lists of organizations' officers, from special runs of addressograph plates, and from reports about newly-elected (November 8, 1966) political officials. Because the names and addresses of officers and members of the State Central Committes proved unavailable, because many State executive officers had not yet been appointed at the time, and because the members of the United States Congress constituted too small a group, these organizations were withdrawn from consideration. The remaining 18 groups, composed of 2762 community leaders, were clustered into ten major groups, as above.

C. The Sample. As shown in 2.1 and 2.2, in some of the groups all the members are considered to make up the statistical universe to be sampled, while in other groups only a limited number of the officials where placed in this category. This is because not all the members are considered to be equal in the degree of influence they exert on the State's educational policies. For example, each member of the State legislature probably has greater direct control than any member of a PTA chapter. Because the groups as a whole (i.e. the State legislature vs the State PTA) also vary in influence, the size of the sample drawn from each group is not necessarily proportional to the size of the groups.

Decisions as to such variability must be based on subjective judgment. Therefore the list of the ten groups and their sub-groups was submitted to a jury of eleven experts who are familiar with the Maryland educational situation, who were asked to estimate the degree of variability in the views on education within each group's membership and the degree of influence exerted on educational policy within the State of each group (2.1). The composite judgment of these experts was used in making corrections in the sample sizes.

Other factors taken into account included geographic as well as occupational stratification. Sub-samples were selected from the populations in each of the generally recognized regions in the State: Urban (Baltimore City), Suburban (the metropolitan areas surrounding Baltimore and Washington, Western Maryland, the Eastern Shore and Southern Maryland (2.2). Occupational sub-samples (3.1) were based on the Alphabetical Index of Occupations and Industries of the United States Bureau of the Census.

For the various strata of samples, the sample size was found by taking into consideration (a) the degree of precision desired, based on the size of the interval within which estimates were to be made: since the interval selected was 5%, plus or minus, of those holding a certain opinion, the degree of precision was 95%; and (b) the level of confidence desired, based on the degree of statistical confidence with which estimates were to be made, given the interval selected. The level of confidence usually chosen is 95%, but a level of 97.5% was adopted in this project.

The above specifications were used as the parameters for the application of the appropriate statistical formula:

$$n_o = \frac{t^2pq}{d^2}$$

where t is the abscissa of the normal curve that cuts off an area at the tails, d is the degree of precision desired, p is the sample proportion, and q is equal to $1-p$. In the present study, having chosen a 97.5% confidence level, d was defined as 95%.

On the other hand, p is not known until the sample is drawn. The larger the product pq, the larger the sample size required, Therefore, if a p be selected so that the product pq is the largest possible, the resulting sample size would yield estimates within the set of specifications. When p is .50, the largest pq results; any other p will yield a smaller product; therefore this value was decided upon. On some questions there would be fewer than 50% giving a certain response, but in such cases the sample is adequate.

Using the formula above, it was possible to calculate the size of the samples required to make estimates for each of the groups of community leaders. Population sizes were determined (2.1). The variability within the groups and the degree of influence on policy were estimated by a jury of 11 experts on Maryland educational affairs, who rated variability on a 3-point scale and the degree of influence on a 5-point scale. The mean ratings were used to classify the groups into four cells -- A, B, C, D -- where cell A included those groups with high variability and high influence, etc. It was decided that all groups should be measured with a 95% degree of precision and a 97.5% level of confidence. These parameters were then programmed into a 1401 computer to calculate the sample sizes for state-wide and stratified samples. In this way a combined sample of 1643 from the total population of 2762 leading citizens was selected and used in the project (2.3).

Samples were drawn from the mailing lists of the various groups and organizations by using the standard technique with the table of random numbers in A Million Random Digits (The RAND Corp., Free Press, Glencoe, Ill., 1955). State-wide and stratified samples of 1643 individuals were thus drawn. Lists were prepared, of 77 typed pages,of the selected persons, to facilitate the checking off of the questionnaires as they were returned.

D. The Instrument. The questionnaire (2.4) consisted of a check-list of 21 clusters of categories dealing with the five major aspects of the problem listed under the Objectives in Chapter 1. Except for a few preliminary questions about occupation, residence, and so on, all the items called for simple checks, so that responses could be easily coded. The questions called for not only the views of the respondent, but also for what he considered to be the opinion of the group which he represented in this survey. Each respondent was asked to check no more than half of the choices offered, thus providing a measure of which choices were considered most important. No blanks were provided for "Other" choices, because they would have been impossible to code, for data processing. Again it must be emphasized that all the choices were based on the findings of the preliminary study (1.2 and 1.4).

The four-page printed questionnaire developed for this survey has several features which are worth attention. By careful typesetting, the six page typewritten form was condensed into the two inner pages, one of which contained all the questions and the facing page all the answers. The form can be torn in half along a row of perforations, leaving all the answers on a single 8½x11 inch sheet which can be easily handled and filed. On the back of this sheet, a full page is available for additional comments. On the title page, which is torn off, places are provided for self-addressing labels, to be cut off and later affixed to envelopes for returning results of the survey to the respondents. There are no confusing numbers anywhere on the form. Coding is not done on the form, but on a separate coding sheet, to make card-punching easy. Finally, the questionnaire is printed on a strong, light-weight and attention-attracting blue paper.

Mail-outs were prepared and sent out on November 30, 1966 and followed by a second one on January 14, 1967. The mail-outs consisted of the four page printed questionnaire (2.4), covering letters (2.5), a confirmed and approved list of the prominent people who had taken part in the preliminary study (2.6), supporting letters from the heads of four of the groups (2.7) and a stamped, self-addressed envelope. All these pieces were inserted into indivually addressed envelopes affixed with commemorative stamps to attract attention. A number of telephone calls were also made by the director and the associate director in an effort to secure additional returns; this procedure was moderately successful in increasing the number of returns from several groups which until then were under-represented.

E. Coding. To fit the proper spaces in the questionnaire, a Coding Key (2.8) and a Coding Sheet (2.9) were developed. Because of the large number of items (154), it was necessary to punch two IBM cards for each questionnaire.

F. Data Processing. All data processing was done at the Johns Hopkins Computer Center. Two IBM cards were punched for the 154 coded items on each form, and to insure accuracy, two decks of cards were punched by two different operators and then verified. The data were transferred to tape according to a computer program developed by Dr. Raymond Breton of the Department of Social Relations at The Johns Hopkins University. After testing and editing in a trial run on an IBM 1401, the data were processed on an IBM 7094, and a total of 1411 tables were printed.

Chapter 3. Results

In the final tally, a total of 961 questionnaires were returned, representing 59% of the 1643 leaders selected for sampling, and 35% of the 2762 Maryland community leaders in the population. Since some of the forms were incomplete or arrived too late to be included, 896 usable questionnaires were processed, constituting 55% of the sample and 32% of the population.

Interest in the survey was high, as evidenced by the fact that 558 of the respondents asked for a copy of the preliminary report, and 620 for the final report. More indicative were the many concerned and sometimes provocative comments which appeared on the blank page of the questionnaire; though these comments, while they were interesting and numerous, were much too diversified to lend themselves to categorization. Also notable is that the highest proportion of returns came from members of those groups which are most concerned with education -- PTA presidents (88%), school superintendents (74%), members of boards of education (63%), and classroom instructors (58%) -- indicating that those who were most familiar with the area covered in the survey seemed to be the most anxious and willing to register their views.

The data processing yielded 1411 IBM tables. To make the summary tables in this report shorter and the interpretation easier, only the percentages (rounded off to the nearest whole number) of the total number of cases are included in the tables, with the total number of cases indicated by "N" at the head of each column. These are the data which could be competently treated with the resources available; additional analyses may be developed later, when more time and money are at our service.

The original design called for surveying the Maryland leaders in 10 major groups, some of which were subdivided to yield a total of 18 groups (2.2). In the final tabulation, however, the subgroups were abandoned as being too small, and one of the largest of the 10 major groups -- the professional educators -- was split into two groups, the school superintenddents and the classroom instructors, thus resulting in 11 major groups of community leaders in the final classification and tabulations (3.2 and 3.6).

The original design also called for each respondent to indicate the opinions of the group he represented and also his own opinion. The returns, unfortunately, did not provide proportionate responses. While 518 did check both their groups' and their own opinions, 351 respondents checked chiefly only their own views, and 24 checked chiefly the opinions of their group. It was therefore decided to combine the data in the 518 and the 351 questionnaires, and summarize only the views expressed as the respondents' own opinions. Hence the tables show only the personal attitudes of community leaders.

The responses representing the personal views of a selected cross-section of Maryland community leaders are summarized in six tables, according to occupation (3.1), the groups or organizations they represent (3.2), the geographic region of Maryland in which they work and reside (3.3), their interests and the number of activities which they report (3.4), their elementary and high school backgrounds (3.5) and their valuation of public school education in the State (3.6). The first five of these tables are quite long.

A truly astounding result of this study is the discovery of the similarity of the community leaders' views on the various questions, regardless of how the leaders were grouped. An inspection of the tables reveals that, no matter how they were classified, the leaders selected the same choices as being the most important. While a fuller discussion will be given in the next chapter, those items named as the most important, in order of frequency, are listed below:

Questionnaire Choices Most Frequently Selected by Respondents

WHAT ARE REGARDED AS THE BASIC GOALS OF AMERICAN EDUCATION?

1. To provide the best education for every child according to his abilities.
2. To teach students to think and to stimulate in them a desire to learn.
3. To prepare students to participate as citizens in a democratic society.

WHAT SHOULD A YOUNG PERSON GET OUT OF HIS SCHOOLING?

1. The ability to think and make decisions.
2. The development of his potentials.
3. A sense of responsibility.
4. A good background in the basic subjects.
5. Good citizenship.

WHAT ARE THE MAJOR PROBLEMS FACING THE PUBLIC SCHOOLS TODAY?

1. Lack of qualified teachers
2. Overcrowding.
3. Inadequate salaries.
4. Lack of funds.

HOW CAN CLASSROOM TEACHING BE IMPROVED?

1. Reduce class sizes.
2. Pay adequate salaries.
3. Require better preparation.
4. Increase in-service training.
5. Reduce clerical work.

IN WHAT AREAS DO SCHOOLS NEED TO PROVIDE FOR CHILDREN MORE ADEQUATELY?

1. Challenging children to work to full capacity.
2. Better technical-vocational training.
3. More and improved counseling.
4. More attention to the average child.

HOW CAN CLASSROOM TEACHERS IMPROVE THEIR WORK?

1. Give pupils individual attention.
2. Understand and love children.
3. Maintain class discipline.

HOW CAN PUBLIC SCHOOL ADMINISTRATION BE IMPROVED?

1. Improve school-community communications.
2. Free teachers to teach in the classroom.
3. Train people for school administration.
4. Improve communications within schools.

HOW CAN SCHOOLS MEET THE INCREASING DEMANDS OF INDUSTRY AND COMMERCE?

1. Provide better guidance and counseling.
2. Teach modern vocational courses.
3. Ascertain present needs of industry and commerce.
4. Place greater emphasis on basic skills.
5. Present adequate and up-to-date job information.
6. Have local industries aid in curriculum planning.

HOW CAN THE SCHOOLS HELP COLLEGE-BOUND STUDENTS?

1. Cultivate better study habits.
2. Encourage students to prepare themselves.
3. Develop higher sense of responsibility.
4. Improve counseling services.

HOW CAN SCHOOLS DEAL WITH THE INCREASING LOAD OF SUBJECT-MATTER?

1. Select subject-matter carefully.
2. Develop new techniques.
3. Lay chief stress on basic subjects.

HOW CAN THE SCHOOLS ATTRACT AND RETAIN COMPETENT PERSONNEL?

1. Raise the status of teachers.
2. Raise salaries.
3. Improve opportunities for advancement.
4. Improve working conditions.

WHAT CHANGES IN THE CONTROL OF PUBLIC SCHOOLS SEEM ADVISABLE?

1. The present system is satisfactory.
2. School boards should be elected.

HOW CAN THE PUBLIC SCHOOLS DEAL WITH INCREASED COSTS?

1. Use funds more wisely.
2. Raising money is not the responsibility of the schools.

FROM WHERE SHOULD THE ADDITIONAL FUNDS COME?

1. More state aid.
2. Higher local taxes.
3. Increased federal support.

HOW GOOD ARE THE SCHOOLS TODAY IN MEETING THEIR RESPONSIBILITIES?

1. There is much variation among schools.
2. Adequate.
3. Superior.

HOW DOES THE QUALITY OF EDUCATION COMPARE WITH THAT OF 20 YEARS AGO?

1. Much better.
2. Somewhat better.

HOW WELL ARE SCHOOLS TODAY MEETING THE NEEDS OF ALL THE CHILDREN?

1. Acceptably.

Chapter 4. Discussion

An analysis of the findings shown in the tables reveal an amazing amount of agreement among those Maryland leaders who took part in this survey. Regardless of how the respondents were grouped and categorized — by occupations, organizations, where they lived and worked, activities, school backgrounds or evaluation of schools — there was a phenomenal degree of consensus in their replies to each question. Table 3.2, which may be regarded as the basic classification, was so typical that the other tabulations serve merely as confirmation and elaboration of the views expressed. The major agreements and the minor divergencies are discussed, question by question, below:

WHAT ARE REGARDED AS THE BASIC GOALS OF AMERICAN EDUCATION?

Without a doubt, leaders in Maryland want primarily the schools to provide the best education for every child according to his own abilities, to teach him to think and to stimulate in him a desire to learn. The people most directly involved with public education — school superintendents, school board members and classroom teachers — stand firmly committed to the first goal as the most fundamental. It was interesting that those individuals educated in private and parochial schools selected the goal of imbuing students with a sound philosophy of life and a sense of ideals as being the third most important aim of education (3.5).

WHAT SHOULD A YOUNG PERSON GET OUT OF HIS SCHOOLING?

Over the centuries, scholars have always placed high on the list of characteristics of an educated person the ability to think and to make wise decisions, and the leaders of Maryland agree. About eight out of ten respondents regard this ability as the most important end result of an education. Almost the same emphasis is placed on the development of every student's potentials, which is consistent with the leading choice of a goal in the question above. Also highly regarded is the development of a sense of responsibility and good citizenship, so that our graduates can participate wisely in our democratic society.

Most surprising, however, is the consistently low rating given to the cultivation of the ability to make social adjustments, which has been a professed major aim of the public schools for many years. Maryland leaders seem to feel that the schools should place less emphasis on social conformity and greater stress on sound thinking and responsible behavior. They also seem to regard as a minor objective the function of the public schools to train graduates to find and hold a job.

WHAT ARE CONSIDERED THE MAJOR PROBLEMS FACING THE PUBLIC SCHOOLS TODAY?

The most pressing problem in education today is, according to the participants in our study, the lack of qualified teachers. This shortage is felt most keenly by school board members and by school superintendents. Overcrowded classrooms is the second major problem, and is the most serious one to the state legislators. Ranked next in importance is the lack of funds to pay for adequate salaries and proper facilities. Neither poor community relations nor poor administration and their effect on the public support of schools seem to be regarded as major problems by the respondents. In other words, these leaders seem to say that the major difficulties are not brought on by the people who manage the schools, but by factors beyond control.

HOW CAN CLASSROOM TEACHING BE IMPROVED?

Three-fourths of the polled leaders agreed that the best way to improve the teaching in the classroom is to have smaller classes. That, obviously, would require more teachers and more classrooms, which, however, does not receive proportionate emphasis.

Another improvement which received strong support is to pay better salaries to teachers, and require that they have better preparation for their duties, including more in-service training. While higher salaries require greatly enlarged budgets, in-service training programs do not and are within the control of administrators. Reducing the amount of clerical work required of teachers also is rated as a desirable improvement by nearly half the leaders, and can probably be effected without large budget increases.

One of the widely advocated and fashionable techniques for improving classroom instruction is that of team teaching. But our respondents, particularly the college professors and classroom teachers who know most about it, rated team teaching as last among the nine choices for the improvement of classroom teaching.

IN WHAT AREAS DO SCHOOLS NEED TO PROVIDE FOR CHILDREN MORE ADEQUATELY?

The suggestion that children be challenged to work to full capacity received the overwhelming approval of the respondents. This confirms the previous emphasis on the best education and the development of the potentials of every child. When forced to choose, however, the respondents ranked the needs of the average child as more important than those of the bright, the deprived or the handicapped. Those most concerned with the culturally deprived seem to be the professional educators, at least at the time of this survey.

There is considerable agreement that technical and vocational training and couseling need constructive growth and improvement in the public schools.

HOW CAN CLASSROOM TEACHERS IMPROVE THEIR WORK?

All of the six responses offered on the questionnaire elicited about the same degree of emphasis from therespondents as a whole. Their attitude as to what the classroom teacher's approach to her work should be, can be consolidated into the following advice: "Give pupils your individual attention, understand and love them, but keep them in order, and express your enthusiasm for your work by being eager to learn and improving yourself in your profession."

There were, however, different degrees of emphasis within the groups surveyed. The professional educators, made up of the school superintendents, college professors and classroom teachers, downgraded the importance of classroom discipline and of dedication to teaching while upgrading the importance of learning new ideas and the value of personal attention to students. But among the other groups of citizens the single item regarded as the most important is that of classroom discipline. It is obvious that professional educators look with entirely different eyes than do all the other groups of interested citizens upon the issue of maintaining order in the classroom.

HOW CAN PUBLIC SCHOOL ADMINISTRATION BE IMPROVED?

The fact that emerges clearly and emphatically is that very few of the community leaders in Maryland, including school administrators, regard the present system of administration of the public schools as satisfactory. But suggestions for improvement, at least among the choices offered on the questionnaire, are not so positive. The least desirable choice, particularly among those who are most responsible for managing the public schools, is that of granting greater authority to school administrators. The professional educators are also loath to set definite standards of achievement for the schools, though the other groups of community leaders, by vote of majority and more, regard this as a desirable goal. Here again is a clear dichotomy of views.

The most highly regarded proposals for improving administration is that of improving communications, both between the schools and the community and within the school systems. Such suggestions are particularly favored by those now in immediate control of the schools, and who, it would seem, already possess such authority. If improved communications is a strongly felt need, why cannot it be implemented under present conditions?

Another improvement advocated by most members of every group of leaders is that of freeing teachers from clerical work, baby-sitting and administrative chores so that they can devote their time and energies to teaching in the classrooms.

HOW CAN SCHOOLS MEET THE INCREASING DEMANDS OF INDUSTRY AND COMMERCE?

Our sample of community leaders place great emphasis on the updating of vocational offerings in the public schools. They agree that the courses need modernization by discovering the present needs of industry and commerce. Along with this should go more and better guidance and counseling for the students who take the courses.

About half of the respondents advocate that local industries should take part in school curriculum planning, but less than a fifth feel that schools should train students for specific jobs in industry and commerce. Neither of these rather controversial ideas receive more than luke-warm support from community leaders.

Two idealistic objectives of vocational training -- that of providing equal opportunities for all and of fostering appreciation for the dignity of labor — receive moderate support from those polled in this survey. Labor and farm leaders feel most strongly about the second objective.

It would seem reasonable that our sample of industrialists, business men and labor and farm leaders would express more extreme opinions on the choices in this question than would those groups representing other segments of society. With minor exceptions, however, this is not so; there is a strong consensus here, as in all the questions in this survey.

HOW CAN THE SCHOOLS HELP COLLEGE-BOUND STUDENTS?

Every group represented in this study feels strongly that the most valuable contribution that the public schools can make to the students who are planning to go to college is to teach them how to study. The least enthusiasm for this goal is expressed by those who are most responsible for its cultivation and are most familiar with the difficulties involved -- the classroom instructors.

Second only to the cultivation of better study habits is the objective of motivating the students to better prepare themselves for college. It seems strange that, of the eleven groups of citizens, the classroom teachers seem to have the least interest in this important goal.

Changes in the curriculum of the schools and more personal attention to students are not regarded as important in preparing students for college. There is an exception: professional educators feel that more individual attention to students would be desirable. Of the eight choices, the least frequently checked by the respondents is the need for increasing financial aid to prospective college students.

HOW CAN SCHOOLS DEAL WITH THE INCREASING LOAD OF SUBJECT MATTER?

A most vexing problem facing the schools is how to accomodate into the curriculum the vast amount of new knowledge in every field. Of the six possible solutions offered to our respondents, the one advocated by the great majority is that of exercising great care in the selection of the subject matter to be included in the courses. Next in favor, particularly by the professional educators, is the development of new techniques to improve the efficiency of instruction. The addition of new courses is not supported by any group.

One proposal much bruited about in recent years is that of lengthening the school year and the school day, to cover more ground and to make better use of school facilities. But only a small proportion of the leading citizens polled regard this as a solution. Less than a third favor a longer school year and less than a tenth favor a longer school day.

HOW CAN THE SCHOOLS ATTRACT AND RETAIN COMPETENT PERSONNEL?

As can be seen in previous questions, the problem of how to satisfy the acute shortage of well-qualified teachers (there seems to be no lack of administrators) is regarded as most serious by our respondents. Of the eight solutions suggested in the questionnaire, two out of every three leaders polled agree that the two best ideas are those of raising the status and the salaries of teachers. In a sense, the first depends on the second, for higher salaries for teachers is generally regarded as the preeminent lure for attracting and retaining the best teachers. On the other hand, a great many classroom instructors claim that other factors, such as administrative treatment, are as important as salary levels in affecting their status. Increasing the opportunities for advancement also aids status.

The professional educators among the respondents are strongest in support of raising the status and the salaries of teachers, and of improving working conditions, but are the weakest in support of a merit system for educators; yet the latter is favored by half of the business men and industrialists, who presumably are most familiar with this means of retaining competent people.

WHAT CHANGES IN THE CONTROL OF PUBLIC SCHOOLS SEEM ADVISABLE?

Opinions on this question do not seem to be strongly held by any group of respondents (or the choices offered on the questionnaire were unsatisfactory). About a third of the respondents feel that the present system of control in the hands of appointed (with some exceptions) county school boards is satisfactory. A third of the community leaders are in favor of elected school boards. But the present board of education members and school superintendents tend to lean the other way on both points.

There is negative agreement; practically no one wants either more federal control or greater control placed in the hands of the State Board of Education.

HOW CAN THE PUBLIC SCHOOLS DEAL WITH INCREASED COSTS?

That the high and rising costs of education must be accepted is the attitude of most respondents, as revealed by their attitude towards the suggestion that school expenditures be cut; only a few see this as a solution. The majority favor the use of what funds are available with more intelligence and wisdom as the most sensible way to deal with the problem.

Nearly a third of the leaders in our sample and nearly half of the professional educators see the need for additional taxes to meet the rising costs of running the public schools. But an even larger proportion, including those leaders most concerned with raising and spending the money, agree with the view that the school authorities should not be held responsible for raising funds, implying that this task should be left to other groups in society.

FROM WHERE SHOULD THE ADDITIONAL FUNDS COME?

More state aid for the public schools is the solution favored by the majority of most of the groups of citizens, and by fully three-fourths of the state legislators polled. A less popular solution, but the one most favored by our sample of industrialists, is to increase local taxes. One might have expected the two groups named to have precisely the opposite attitudes. On the other hand, a fair proportion of the respondents, except the industrialists, approve of increased federal aid for the schools.

For several years there has been some public discussion of having a state lottery to raise money for the Maryland schools. It would seem that our sample of the State's community leaders do not regard this plan with favor, since only a small percentage indicate their approval.

Table 3.6 presents the value judgments of the eleven groups of Maryland's community leaders, on three questions in the survey form. In each question "No opinion" was offered as one choice, but this option was checked by very few of the respondents. It seems that almost all of the leaders had definite opinions, but there was little unanimity.

HOW GOOD ARE THE SCHOOLS TODAY IN MEETING THEIR RESPONSIBILITIES?

While almost none of the respondents rate the present-day schools as "Superior," neither do they rate them as "Poor." Of the leaders who commit themselves, most rate the schools as "Very good" or "Adequate." Those who are in closest contact with the schools tend to be a bit more favorable in their ratings. But more than a third of those polled, with the exception of board of education members, choose to hedge their evaluation by agreeing with the proferred choice that schools vary greatly in quality.

HOW DOES THE QUALITY OF EDUCATION COMPARE WITH THAT OF 20 YEARS AGO?

The judgments of our respondents is much more favorable to the public schools when called upon to compare them with the schools as they remember them in the past. More than two-thirds of the leaders rate the present-day schools as "Much better" or "Somewhat better," and the rating is highest among those who know the schools best. Even the chance to hedge their judgment is taken by relatively few.

HOW WELL ARE THE SCHOOLS TODAY MEETING THE NEEDS OF ALL CHILDREN?

While few of the respondents rate the performance of today's schools, in taking care of children with all kinds of needs and in all kinds of circumstances, as "Excellent," nearly two-thirds give them an "Acceptable" rating. Only one-fourth rate their performance in this most difficult task as "Indifferent" or "Poor." It seems strange that school board members and PTA presidents give the schools the highest ratings, relatively speaking, while the classroom teachers and the farm and labor leaders give them the lowest.

It may be concluded from the above sets of value judgments that Maryland's community leaders regard the performance of the public schools as rather commendable, in spite of the many handicaps under which they function and the obvious inadequacies in many aspects of their work.

Chapter 5. Conclusions and Implications

While we recognize that every person who examines a mass of data tends to make his own interpretations, we feel that the following conclusions may reasonably be drawn from the findings of this study:

1. Our survey was successful in reaching an adequate and a representative sample of the leading citizens of Maryland, and in eliciting honest and sincere opinions from these community leaders.

2. The representative sample of leading citizens who took part in this project are deeply interested in the welfare and the problems of the public elementary and secondary schools in the State. It seems reasonable to assume that such concern is shared by all community leaders throughout Maryland.

3. The community leaders -- regardless of whether they are stratified by the organizations they represent, by their occupations, by the geographic regions in which they work and reside, by their community activities and interests, by their own elementary and high school backgrounds, or by their evaluation of the public schools -- display an extraordinary degree of agreement in their expressed views on the goals and problems of the public schools.

4. Most community leaders agree that the three most pressing problems in education today are the lack of qualified teachers, over-crowded classrooms and the failure to reach the individual students. To meet these deficiencies, they recommend higher salaries and increased status for classroom teachers, smaller class sizes, and improved educational and vocational counseling.

5. Most community leaders place the major emphasis on the intellectual functions of public school education, rather than on the social, ethical or practical aims. They believe that teaching students to think and giving them a sound background in basic subject matter is more important than inculcating social adjustment and ethical ideals, or giving them skill in finding and holding jobs.

6. Most community leaders feel that the greatest responsibility of classroom teachers is to give the most individual attention to children, and to challenge their students to work to full capacity and to make the most of their native abilities. To function most effectively, teachers should be given small classes, be eager to learn and to improve their skills and be left free to devote their energies and time to teach in the classroom.

7. Most community leaders agree that the best contribution the public schools can make to college-bound students is to teach them how to study, and to motivate them to prepare themselves for the intellectual demands of college life.

8. Most community leaders agree that vocational training in the public schools need up-dating, with greater effort devoted to ascertaining and meeting the present needs of industry and commerce.

9. Most community leaders are not satisfied with the present form of control and the administration of the schools, but they are not agreed as to what can be done about it. They do agree, however, that they do not want more federal or state control.

10. Most community leaders agree that state aid is the best way of meeting the increasing costs of public education. Some favor more federal aid.

11. Most community leaders agree that, all in all, the public schools are performing rather well in meeting their responsibilities and the needs of all children.

We believe that the following implications for those in direct charge of the public schools can reasonably be drawn from the findings of this survey:

1. There is an enormous reservoir of concern and good will for the public schools among all segments of Maryland's leadership and this should be tapped by making greater demands to fill needs.

2. School personnel must become more interested and skillful in making their accomplishments and needs known to the public.

3. School personnel should become more deeply concerned with giving rigorous intellectual training and mental discipline to their students and less with their social adjustment.

4. School administrators must make greater efforts to raise the status of teachers, reduce class sizes, free teachers to teach in the classroom and improve communications within the schools.

5. School personnel must make greater efforts to reach each child as an individual, in order to stimulate in him the desire to learn and to work to full capacity to develop his potentials.

Chapter 6. Summary

The purpose of this project is to assess the Public Image of Education in Maryland. It is hoped the findings may be useful to those responsible for setting policies and making decisions which affect public education. The objective has been to make a sound analysis of how a representative sample of community leaders view the public schools, what they consider to be the desirable goals and major problems of the schools and how well they are being met, and how they think schools can meet future demands and rising costs.

The investigation is based on a preliminary study, in which 26 outstanding citizens were interviewed to identify the important educational issues and to test the feasibility of a large survey.

The methodology of public opinion polling was used in the study. A population of 2762 community leaders, representing 11 major groups and 18 sub-groups most concerned with education in Maryland, were listed. The groups were assessed for variability in educational views and degree of influennce on educational policy by a jury of 11 experts. Using the composite judgments and a 95% degree of precision and a 97.5% level of confidence as parameters in a computer program, a total sample size of 1643 was calculated. Subsample sizes were found for the groups, consisting of state legislators, local political officials, board of education members, school superintendents, classroom instructors, PTA presidents, business men, industrialists, labor and farm group officials, women's group officials, and communications media editors and writers.

The instrument consisted of a 4-page printed questionnaire, which contained a few preliminary questions and 21 clusters of categories. Respondents were asked to check half the choices they were offered, and to check the opinions of their group as well as their own views. The form, with appropriate enclosures, was mailed on Nov. 30, 1966 and again on Jan. 14, 1967. A total of 896 usable forms, constituting 55% of the sample and 32% of the population, were coded and the 154 items processed on an IBM 7094.

Returns were analyzed by major groups, by occupations, by the five geographic regions in which they worked and resided, by their community activities and interests, by their school backgrounds, and by their evaluation of the performance of the schools. The findings are that there is great and sympathetic interest in the public schools by community leaders, that there is amazing agreement on the issues among the respondents no matter how they were stratified, and that they placed heavy emphasis on intellectual training, on raising the status of teachers, on smaller classes, on individual attention, on better counseling, on challenging students to meet their potentials, on up-dating vocational training, on improving school communications, and on more state aid.

Chart 1.1

PERSONS INTERVIEWED IN PRELIMINARY STUDY

Key Person	Position	Organization
Hon. Daniel B. Brewster	U. S. Senator	United States Congress
Hon. Earl D. Chaney	Mayor	City of Cumberland
Mr. Joseph Collinson	President	County Commissioners Anne Arundel County
Mr. John F. Connors	Manager	Education and Personnel The Martin Company
Mr. Robert E. Coughlan	President	Bar Association Baltimore City
Mr. Stephen C. Cromwell	Director	Maryland State Employment Security Board
Msgr. James C. Donohue	Superintendent	Catholic Schools Archdiocese of Baltimore
Mr. Jacob Edelman	Past Chairman	Education Committee Baltimore City Council
Mr. Dominic N. Fornaro	President	Baltimore Council AFL-CIO
Mr. Victor M. Husty	Plant Manager	Proctor and Gamble
Mr. Edgar L. Jones	Editorial Writer	Baltimore Sun
Mr. Sydney King	Manager	Public Affairs WBAL - TV
Dr. Robert C. Lloyd	Public Schools Representative	Baltimore Citizens School Advisory Comm.
Mrs. W. Newton Long, Jr.	President	Baltimore League of Women Voters
Rev. Robert L. McKibben	Chairman	Division of Education Md. Council of Churches
Mrs. Juanita J. Mitchell	President	Maryland Council NAACP

Key Person	Position	Organization
Hon. Mary L. Nock	Chairman	Committee on Education Maryland State Senate
Mr. J. W. Paul, Jr.	Superintendent	Industrial Relations, Employment and Training Bethlehem Steel Corp.
Dr. William A. Pillsbury	Secretary	Medical and Chirurgical Faculty of Maryland
Mr. Milson Raver	Executive Secretary	Maryland State Teachers' Association
Mr. John W. Schiminger	President	Maryland State Jr. Chamber of Commerce
Dr. James A. Sensenbaugh	Superintendent	State of Maryland Public Schools
Mr. Joseph Showalter	President	Maryland Congress of Parents and Teachers
Hon. Carlton R. Sickles	U.S. Congressman	Education and Labor Comm. United States Congress
Mr. Arthur D. Simonds	Executive Secretary	Montgomery County Teachers' Association
Dr. James A. van Zwoll	Professor	College of Education University of Maryland

Chart 1.2

THE PUBLIC IMAGE OF EDUCATION

(The categories below were developed from the key statements in transcribed interviews with 26 leading citizens of Maryland. Numbers in parentheses show frequency of mention, as analyzed and later corrected by the respondents.)

1 What is the official position of your organization towards public education?

- a Highly in favor of public education (16)
- b Approve of public education (4)
- c No official position (6)

2 How active is your organization in public education?

- a Highly active (13)
- b Moderately active (5)
- c Not involved (3)

3 How is your organization helping the public schools?

- a Educational programs (11)
- b Financial assistance (5)
- c Publicity (7)
- d Constructive criticism (13)

4 What kinds of financial aid does your organization give the public schools?

- a Taxes (5)
- b Scholarships (3)
- c Materials (4)
- d Direct gifts (1)

5 What kinds of educational activities does your organization support?

- a Speakers (6)
- b Tours (6)
- c School fairs (3)
- d Teacher training (6)
- e Disseminate new ideas (9)
- f Promote legislation (8)
- g Literature (charts, etc.) (5)

6 What kinds of publicity does your organization provide?

- a Progress reports to the public (2)
- b Reporting of school news (2)
- c Information to parents (4)
- d Information to students (5)

7 What should be the basic goals of American education?

- a To develop literate adults by teaching our youths a body of basic knowledge (15)
- b To prepare students to participate as citizens in a democratic society (15)
- c To provide the best education for every child according to his abilities (14)
- d To imbue students with a sound philosophy of life and a sense of ideals (7)
- e To teach students to think and stimulate in them a desire to learn (7)

8 How good are the schools in meeting their responsibilities?

- a Superior (3)
- b Very good, with some room for improvement (10)
- c Adequate, with considerable need for improvement (13)
- d Considerable variation among schools (5)

9 How does the quality of education compare with that of 20 years ago?

- a Much better (9)
- b Somewhat better (7)
- c About the same (1)
- d Probably poorer (4)
- e The periods cannot be compared (1)

10. How well are the schools meeting the needs of all the children?

- a Very well (2)
- b Acceptably (15)
- c Poorly (6)

11 In what areas do the schools need to provide for children more adequately?

- a Challenging children to work up to their capacity
- b More and better counseling
- c More attention to the average child
- d More attention to the culturally deprived
- e More attention to the intellectually handicapped
- f More attention to the intellectually gifted
- g Better technical-vocational training

12 What are the major problems faced by the public schools today?

- a Overcrowding (11)
- b Lack of qualified teachers (12)
- c Lack of funds (9)
- d Inadequate salaries for teachers (6)
- e Lack of facilities (8)
- f Poor administration (4)
- g Lack of public support (3)
- h Poor community relations (3)

13 What are the most important things a young person should get out of school?

- a Development of his potentials (14)
- b Sense of responsibility (9)
- c Set of ethical and moral values (8)
- d Self-understanding and self-discipline (8)
- e Ability to make social adjustments (13)
- f Good citizenship (10)
- g Good work and study habits (9)
- h Good background in basic subjects (13)
- i Ability to think and make decisions (11)
- j Ability to select, secure and hold a job (10)

14 How can public school administration be improved?

- a Train people specifically for school administration (6)
- b Set definite standards of achievement (4)
- c Give school administrators more authority (3)
- d Improve communications within the school system (8)
- e Improve communications between schools and the community (10)
- f Free teachers to teach in the classroom (6)
- g Encourage a climate of freedom within the schools (6)
- h The present system is satisfactory (4)

15 How can the public school curriculum be improved?

- a Make the curriculum more flexible for all levels of ability
- b Keep revising curriculum to meet changing needs of society
- c Devise better instructional materials and aids
- d Place greater emphasis on English and other fundamental subjects
- e Introduce more and up-to-date vocational training courses
- f Foster greater cultivation of social living

16 How can classroom teaching be improved?

- a Require better educational background of teachers (14)
- b Have more in-service training of teachers (6)
- c Hire more teachers (4)
- d Pay adequate salaries (6)
- e Reduce class sizes (12)
- f Build more and better classrooms (4)
- g Reduce clerical work of teachers (7)
- h Encourage more research (8)
- i Use team teaching (5)
- j Use more student help (2)

17 How can classroom teachers improve their work?

- a Be more dedicated (8)
- b Show more enthusiasm (7)
- c Give students individual attention (5)
- d Maintain class discipline (3)
- e Understand and love children (4)
- f Be eager to learn (2)

18 How can the schools meet the increasing demands of industry and commerce?

a Find out the present needs of industry and commerce (16)
b Teach modern vocational courses (10)
c Provide equal opportunity to learn (7)
d Have better-informed guidance and counseling (8)
e Present adequate and up-to-date job information (10)
f Train students for specific jobs (9)
g Place greater emphasis on basic skills (9)
h Foster recognition of the dignity of labor (6)
i Have local industries take part in curriculum planning (7)

19 How can the schools better prepare their students for college?

a Cultivate better study habits (10)
b Develop higher sense of responsibility (7)
c Improve counseling services (7)
d Pay more individual attention to students (6)
e Improve the teaching of basic skills (10)
f Upgrade the curriculum (5)
g Encourage students to prepare for college (5)
h Increase financial aid (3)

20 How can the schools better deal with the increasing load of subject matter?

a Select subject matter carefully (18)
b Lay chief stress on the basic subjects (8)
c Lengthen the school year (8)
d Lengthen the school day (4)
e Develop new courses (6)
f Develop new techniques (6)

21 How can the schools attract and retain competent personnel?

a Raise salaries (21)
b Raise the status of teachers (12)
c Adopt a merit system (7)
d Increase contacts between teachers and the community (6)
e Improve opportunities for advancement (3)
f Attract more men into teaching (2)
g Provide aides for teachers (4)
h Improve working conditions (3)
i Improve recruiting from colleges (3)

22 What changes in the control of public schools seem advisable?

a School boards should be elected (4)
b School boards should exercise more fiscal control (5)
c The State Board should have more centralized control (1)
d There should be more federal control of the schools (2)
e The "little people" should be represented on school boards (3)
f The present system is satisfactory (9)

23 How can the schools deal with increased costs?

a Additional taxes (16)
b Cut expenditures (5)
c Use funds more wisely (3)
d This is not the responsibility of the schools (3)

24 From where should the needed additional funds come?

a Higher local taxes (20)
b More state aid (8)
c Increased federal support (14)
d Large foundations (2)
e Parents of school children (3)
f State lottery (2)

25 Do you support the idea of federal aid to education?

a Support the idea without reservations (7)
b Support the idea only if federal control does not follow (9)
c Opposed to the idea (7)
d Undecided (2)

26 Is federal aid to education necessary?

a Necessary now for all the states (4)
b Necessary now for deprived areas (5)
c Necessary now for Maryland (6)
d Maryland does not need federal aid (5)
e May be necessary in the future (3)

27 To which education systems should federal aid be given?

a Only to the public schools (5)
b To public schools in depressed areas only (3)
c To all schools needing aid (5)
d To state governments for dispersal (2)

Form 1.3

Date ____________________

To the Research Project on
THE PUBLIC IMAGE OF EDUCATION
The Johns Hopkins University
Baltimore, Maryland 21218

A. You have my permission to carry out further analyses of my interview, providing you do not indicate my identity.

(Signed)______________________

B. You have my permission to quote my remarks, providing you do not change their meaning, nor indicate my identity.

(Signed)______________________

C. You have my permission to quote my remarks directly and use my name, providing you do not quote out of context.

(Signed)______________________

D. Your typewritten transcription of my remarks in the interview is satisfactory, except for the following changes:

E. Your coding of my interview is satisfactory, except that I wish you would make the following changes:

F. I would like to add, since I failed to mention them in the interview, that I agree with the following items in your tabulations:

Report 1.4

THE PUBLIC IMAGE OF EDUCATION

Clara McMahen and Samuel Strauss
The Johns Hopkins University

Everyone is familiar with the current controversies that swirl about public education. Since education in a democracy is the concern of the public, and since most people have had some experience in attending public schools, nearly everyone therefore considers himself an expert in the field and well-equipped to express his beliefs loudly and with authority on almost all phases of education. While ordinarily this concern and frankness about our schools are welcome -- the "strength of an open society rests on independent, self-reliant citizens who are free to talk, to meet, to think ..." (Henry Ehlers and Gordon C. Lee, Crucial Issues in Education, revised edition, New York: Henry Holt, 1959, p. 4), occasionally the discussions become intense, heated and even strident. Criticisms have increased in number and intensity since the appearance of Sputnik in 1957, until the problems involved in the determination of the purposes and the functions of the schools have become one of the greatest issues in American democracy (John A. Barthy, Social Issues in Public Education, Boston: Houghton, Mifflin, 1963, p. 36).

The authors of this paper hold the same opinion as the American Council on Education regarding the moral obligation of responsible citizens as well as educators to insist upon "wise and careful planning to meet the fundamental needs and to protect our educational institutions from hysterical demands and panicky reactions." (see p. 182 in The Great Debate: Our Schools in Crisis, edited by C. Winfield Scott, Clyde M. Hill and Hobert W. Burns; Englewood Cliffs, N. J.: Prentice-Hall, 1959).

In an effort to discover what beliefs and attitudes responsible citizens do hold concerning American education -- in other words, to determine the public image of education -- leading representatives of important groups in Maryland were interviewed in depth, and this paper is based on their replies.

Securing the opinions of the public on the issues of public education is not altogether novel, of course. See, for example, Public Opinion Polls on American Education (Washington, D. C.: National Education Association, May 1958), a publication which summarized the findings from seven city, five state and three national polls taken between 1950 and 1958, some of which parallel those of this study. The Business Man Looks at the Public Schools (Washington, D. C.: National Committee for Support of the Public Schools, April 1964) analyzed the responses of 89 business and industrial leaders to an informal survey of their attitudes about some of the important issues facing public schools today. In an even more recent study, The School-Community Relations Study Committee in its Citizens Interview Project (Baltimore: Citizens School Advisory Committee of the Baltimore City Public Schools, June 1964) reported on the results of a written interview of a carefully selected sample of 515 Baltimore residents to determine their opinions in such areas as school-community relations, curriculum, personnel, etc.

What makes the study described in this paper unique is that views on current educational issues were obtained from a broadly diverse group of community leaders and spokesmen by depth interviews carefully checked and objectively analyzed.

PROCEDURE

The interview schedule of questions was designed with care, with questions being semi-structured to give room for a range of expression within the set limits. They were intended to be reasonably impersonal but important enough to be worth answering and difficult enough to be challenging. Some of the questions were to some degree repetitious, as an internal check on consistency of views.

Nineteen subjects were selected as available and representative of important segments of the culture interested in educational problems, but at this early stage in the full study no systematic sampling was attempted. Appointments for interviews were, in most cases, made in person, and the interviews held in offices or in homes, lasting approximately one hour. With prior permission of the subjects, the complete procedure was recorded by Dictaphone machine. At the beginning of the interview (not before) each respondent was handed the schedule of questions to study for a few minutes. The interviewer then proceeded to ask the questions in order, prompting where it seemed necessary to explain the question, in order to secure a more complete reply or to check immediately on what the interviewer felt might be some subtle connotation.

Later the interviews were transcribed verbatim, with only minor corrections in grammar and the elimination of the prompting remarks. The replies of all 19 subjects to each question were then analyzed separately to uncover common elements, which in turn were worded as categories and grouped into clusters. The categorization was done independently by three persons and a consensus established by consultation. In some cases more than one cluster of categories were developed from the replies to a single question; the complete analysis developed 34 clusters containing 185 categories.

This analytical development was the heart of the pilot study. The clusters of categories were not drawn up by "arm-chair" reasoning, but developed from the relatively unstructured replies of the respondents. Some surprises resulted, but the categories are probably much more accurate than the best guesses, and will in a future questionnaire provide a more solid foundation than is usually the case.

Each interview was then coded (and checked) by writing the number of the cluster and category in the margin beside the statement which it seemed to fit. The coded, transcribed interviews and the accompanying 6-page organization of the categories were then sent to each respondent, who was asked to check the transcription to make sure it truly expressed what he had meant to say and to check the coding to determine if he agreed. Provision was made for respondents to make corrections where they thought them necessary. Each respondent was also asked to sign one of three statements giving permission to (1) quote his ideas only, (2) quote indirectly without identification, or (3) quote directly by name. (Five signed the first alternative, two signed the second and nine signed the most sweeping permission. Three did not return the correction or permission sheet.)

It is proposed to replicate this pilot study, using another group of subjects, as a means of refining the list of categories (the list is not included because of its length). It is further planned to use the refined categories as the basis for a questionnaire, to be administered to selected population samples in the state of Maryland.

The subjects interviewed in this study, and reported on in this paper, were as follows: one Senator and one House member in the United States Congress; one representative of the Baltimore Sun and one of Station W B A L - (NBC); one plant and one personnel manager in two of the major industrial firms in Baltimore, the Martin Company and Proctor & Gamble; the president, chairman or superintendent of the following organizations: Education Committee of the Baltimore City Council, Education Committee of the Maryland State Senate, County Commissioners of Anne Arundel County (suburban), State of Maryland Public Schools, Division of Education of the Maryland Council of Churches, Catholic Schools of the Archdiocese of Baltimore, Maryland Congress of Parents and Teachers, Citizens School Advisory Committee of the Baltimore City Public Schools, Maryland State Teachers Association, Baltimore League of Women Voters, Maryland Council of the NAACP, Baltimore Council of the AFL-CIO, and the Medical and Chirurgical Faculty of Maryland.

FINDINGS

The descriptions that follow present an analysis of the replies of the respondents, question by question, with illustrations of each point. Although there was no universal consensus of opinion on any subject, the viewpoints of these community leaders were interesting and seem worthy of thoughtful consideration.

Question: What is the official position of your organization towards public education?

As might be expected, the spokesmen for the various groups were almost unanimously in favor of public education, many of them giving examples of their activities in support of it. Typical of the variety of comments were: "We are behind public education one hundred per cent. As a matter of fact, we had a picket line at the City Hall supporting the budget; we wanted no cuts in the budget for public education." "We're naturally in favor of it and do all we can to support it according to our ground rules." "Our company here in Baltimore has always contributed heavily towards the advancement of public education."

While four of the groups have taken no official position in this matter, some of their representatives pointed out that this did not necessarily mean a lack of interest in public education. As one person remarked, "While there is no written policy, as far as I know, my group is, of course, in favor of public education and leans strongly towards improving it in any way that it can."

Question: What is your organization doing for the public schools?

One of the most encouraging results of this investigation was the revelation of the extent and variety of educational activities in which these groups engaged. (Only two groups, those which represented the doctrine of separation of church and state, did not participate.) These activities fell into four major categories: educational programs, financial and/or material assistance, publicity, and constructive criticism.

Educational programs. Such activities ranged from providing speakers for classes, assemblies and meetings to the sponsoring of science fairs by three major groups. Promotion of legislation for education and the dissemination of new ideas are two of the most popular methods by which the groups in general have demonstrated their interest in and good will for the support of public education. In addition to supporting the tax budget, for example, one group has spoken publicly for such things as smaller classes and more auxiliary services for other activities. Another wants public education in Maryland to begin with the kindergarten instead of the first grade. Still another has legislated for improved methods in the appointment of school boards. One organization worked this year for a larger percentage of the school budget to be devoted to maintenance than had been done in past years. Those most intimately concerned with the public schools have been particularly active in these latter activities, as might be expected. The two communication media are rightfully proud of their part in providing materials for current events, classes, newspaper workshops for teachers, and cooperating with the local boards of education in providing TV facilities, not only for the dissemination of information to the public but also for classroom teaching and general staff information. All this, in spite of the fact that education is not one of their "primary functions". Other activities by organizations include conducting of tours for students in business and industrial firms, serving on panel discussions in the schools, on youth committee work, and on curricular and other school committees. Indeed, the activities reported were so numerous and so diverse that it is heartening to realize that many prominent local people are intensely interested in helping to further the cause of public education.

Informational activities. The communication media take the lead, of course, in providing publicity for educational affairs. They make progress reports on all sorts of school issues to the public, report school news and supply information both to parents and pupils. The Citizens School Advisory Committee with nearly 100 members, only recently appointed by the Baltimore Board of Education, has made a thorough study of the public schools of Baltimore, enlarging their own knowledge about the workings of the public school system and publishing their recommendations for improvement in the decade ahead. Other informational activities, especially those dealing with labor and industry, are closely tied in with the educational programs of their groups.

Financial and/or material assistance. Two organizations award scholarships to deserving public high school seniors to further their education. Four interviewees reported that their organizations have provided or will provide equipment, instructors, films, books and other curriculum aids to supplement what individual schools have. Two of the groups, which represent local political units responsible for budgetary matters, provide for adequate (they hope!) educational budgets. As one important representative said, "We are deeply interested in the high standard of our public school system and we're striving to bring about a higher standard by providing adequate funds for the school system." A third group distributes state and federal funds for education.

Constructive criticism. Answers to this question reveal very clearly that many of our responsible citizens are thinking seriously and positively about the present and future status of our public schools. The appointment and subsequent activities of the Baltimore Citizens School Advisory Committee is a striking example of serious consideration and recommendations for improvement. One group has suggested pilot projects in certain areas where the drop-out problem is quite serious in an attempt to alleviate the problem by cooperative action of community, labor, business and education. Another group has worked closely with schools in suggesting ways to eliminate segregation. One of the large newspapers, admitting that it sometimes attacks the school systems, stresses its good intentions and calls itself a loyal supporter of public education. As long as this spirit of good will and consciously constructive criticism prevails among our leading citizens, public education will thrive.

Question: What should be the basic goals of American education?

This particular question evoked a number of thoughtful responses which seem to reflect the anxiety that permeates our society today concerning the end product of education. Tying for first place, with 12 of the interviewees stressing either or both were two major goals: (1) to create literate adults by teaching our youth a body of basic knowledge, and (2) to prepare them to participate as responsible citizens in a democratic society. While several individuals mentioned specifically that more emphasis should be given to math and science, most of the interviewees wanted a good general background of liberal arts to be a part of every youngster's equipment. The definition of responsible citizenship included, as indicated earlier, this kind of literacy.

These leading representatives were not unmindful, however, of the individual differences that exist among children, and half of them urged that the schools provide for our youngsters to be educated according to their different abilities. One recommended that a single curriculum be offered in a high school, rather than three or four kinds given in the comprehensive high school (as is now largely done in Baltimore) with each student taking the course for which he is most suited. While such emphasis on individual differences implies a fairly satisfactory system of advising and counseling, specific references to counseling as a vital part of the school system were made infrequently and usually in a negative way.

One reaction of particular interest is the concern which some interviewees showed for the function of the school in the building of a set of ideals or a sound philosophy of life in the boys and girls. Almost half felt that one of the primary concerns of education is to instil in our children some underlying values or ideals which they can follow throughout their lives. This concern is particularly evident in those representing educational bodies, religious groups, and racial issues.

One other item mentioned enough times to warrant attention was the responsibility of the school for fostering in the student the ability to think wisely and creatively.

Question: How successfully are the public schools meeting their responsibilities?

In general, few representatives were either highly approving or highly disapproving of the public schools in the school's efforts to live up to their responsibilities. Only two said that the schools were superior, and only one that they were inadequate; the remainder were about equally divided between "very well, with some room for improvement" and "adequately, with considerable need for improvement". Four interviewees felt that there was so much variation among the schools in Maryland, not only between city and rural schools, but within the city and rural schools, that it was unfair and in a way impossible to generalize. This particular comment seems to typify the opinion of the majority: "I have confidence that our schools are doing a good job. This does not mean, however, that they cannot do better, and I think that we should always be alert to changing conditions and devote our efforts toward making them function still better."

Question: How does the public school education compare with that of 20 years ago?

This particular question elicited, on the whole, a very favorable response. Fourteen rated today's education better than that of two decades ago; one stated that the periods cannot be compared; one did not comment at all; and two were quite definite in their assertions that the quality of today's education is inferior to yesterday's. Newer and improved methods and media of teaching, better equipment, better trained teachers, more experimentation and research, more attention to technology and to the needs of the future are some of the reasons given for today's superiority. On the negative side, one interviewee remarked that teaching in the past was geared to the brightest and as a result the slower pupil learned more in his effort to keep up, while now the situation is reversed. The other pointed out that 20 years ago there was more homogeneity in the school population and less overcrowding, which meant more space, equipment, and teachers per child; these factors in turn resulted in a better education.

Question: How well are the schools providing for all children?

All but two of the 19 representatives interviewed thought that the schools were doing an acceptable job in meeting the needs of all the children, but that some improvement should be made. Suggestions for such improvement included (1) challenging the children to work up to their abilities and talents; (2) paying more attention to the "average" child; (3) paying more attention to the culturally deprived youngsters; (4) increasing and improving the teaching staff; and (5) providing more and better counseling. One of the two interviewees who reported that they thought the schools were doing a poor job did not blame the school as much as a lack of funds.

Question: How well satisfied are you with the public schools?

In general, all but two of the subjects responded that they were either highly satisfied or well satisfied with the schools, in view of the many problems with which the educational system today is faced. Some of the major problems, as listed in order of frequency by these responsible citizens, are overcrowding, the lack of qualified teachers, lack of funds and facilities, inadequate salaries for teachers, poor administration, lack of public support, and poor community relations. On the other hand, our interviewees maintain that the staffs are doing a better job in spite of these drawbacks - the children enter every level of school with more knowledge; buildings and facilities, although they are not adequate, are much better today than in the past; and teaching techniques are better.

Question: What are the most important things a young person should get out of the schools?

Several clusters of answers emerge as a result of the analysis of this question, and, although they are interrelated in many ways, three of them seem to be fairly distinct. One such cluster centers on those factors which have to do with the growth of the child into maturity. For example, approximately 2/3 of the interviewees rated the development of his potential capacity as the single most important thing a young person should receive from his schooling. About half stressed the importance of the school in inculcating a sense of responsibility in the youngster, and two-fifths or more stressed a set of ethical and moral values and the development of self-understanding (or self-discipline, as one respondent expressed it).

Another set of answers clustered around the importance of education in fostering the child's adjustment to the society in which he lives. The ability to make social adjustments was as of much importance in the eyes of the interviewees as the development of the individual's potential. Good citizenship was another part of this cluster described as a vital part of the necessary equipment of a socially mature person. "He should be prepared to be a good citizen, well-rounded, willing and desirous of accepting responsibility ..." and "He should learn to be an active participant in his community, to work in civic affairs" are typical comments. The development of good work habits and those qualities which will enable a youth to select, secure, and hold a job constitute the third leg of the trypod of the child's adjustment to society. Lay leaders and educators alike agree that the school should stress those qualities or characteristics which make for a good, responsible worker. "To learn to take pride in one's work is one of the most important things the school can teach them," says a labor leader. More training in learning to work on their own and in using their own initiative, a greater understanding of the world of work, education in the proper way to apply for a job, to be punctual, to work with others, to spell correctly, all these things concern those interested in what the schools can do for the youth in this area.

The third and final cluster of answers revolve around almost unanimous agreement (15 out of 19) on those items which have traditionally belonged to the realm of formal education. The most important function of the school is in the basic subjects - the three "R's". Again and again the interviewees close rank on the importance of a thorough mastery of the fundamentals, continued education in the liberal arts, training in good study habits, and development of the ability to think and make wise decisions.

Question: In what ways can public school administration be improved?

Some very specific recommendations with regard to administrative procedures in the school system emerged from the responses of those interviewed. One of the most frequently mentioned referred to the need for improvement of lines of communication both within the school system itself and between schools and community. Half of the respondents, for example, stressed the importance of increasing the contact between the school and the public, and the representative of the TV station proposed the appointment of a public information officer as a means of facilitating this. Five individuals stated that administrators ought to be specifically trained for school administration and that certain standards be set and maintained for them. Five interviewees mentioned the importance of having a flexible administrator who would permit and even encourage a climate of freedom within the schools. Three felt strongly that school boards should be more representative of a society as a whole, with more "little" people serving on them; several wanted to make sure that politics were kept out of the picture, with one pointing out the need for Maryland's school boards to be elected rather than appointed by the Governor, as is presently the custom in all but one of the counties, and by the Mayor of Baltimore for the city. Three indicated their satisfaction with present conditions and three others said that they were not qualified to make recommendations.

Question: In what ways can the public school curriculum be improved?

Curriculum is one of the areas where most people want the public schools to be all things to everyone, and the interviewees proved to be no exception to this rule. One individual thought that more attention should be paid to the elementary school; another called the junior high school the "forgotten" level; others stressed the importance of high school curriculum. For those who wanted "driver education" and "problems of democracy" dropped from the curriculum, there were those who thought such subjects were important and should be retained. One wanted extra-curricular activities kept to a minimum; another thought there should be more of them. One interviewee said that the bright child should be the criterion for teaching all the students, while another wanted standardization of the curriculum for each level of ability. Some thought that too much attention was now being paid to mathematics and the sciences at the expense of the humanities; another group insisted on more mathematics and science, particularly for the college-bound. More work-study programs, field trips, training in citizenship were recommended on the one hand, and yet nearly every interviewee thought that the schools were neglecting the basic studies, particularly English. Even with all this contradiction, however, a number of good general recommendations as to the improvement of the curriculum emerged:

1) make the curriculum more flexible for all levels of ability
2) keep revising it to up-date it for the changing needs of society
3) devise better instructional material, based upon research findings
4) put greater emphasis on English and the other fundamental subjects

Question: In what ways can classroom teaching be improved?

The most frequently mentioned ways were: (1) greater use of new instructional devices such as team teaching, programmed learning, and other audio-visual aids; (2) possession of a better educational background for teachers; and (3) the reduction of class size, an advantage both for the teacher and the student. Other suggestions included the hiring of more teachers and the paying of adequate salaries to personnel. Several interviewees showed an awareness of the complaints of many teachers about the lack of time to engage in their primary function of teaching by recommending that some administrative action be taken to reduce the amount of clerical work normally required of teachers. Other possibilities were the provision of more and better classrooms and the introduction of more research both by teachers and university personnel with regard to ways and means to improve instruction.

Teachers themselves were asked to be more dedicated to their profession, to show more enthusiasm and zeal for their work, to love and have greater understanding for those in their charge, and to provide more individual attention to their students. Two interviewees suggested that teachers be eager to learn, and one individual made the very practical suggestion that teachers plan their lessons more carefully.

Question: How can the schools meet the increasing demands of industry?

There seems to be fairly unanimous agreement on the subject of the rapidity of changes occurring in industry and labor and the necessity of closer cooperation of the schools with industry in order for the schools to keep pace with such change. Suggestions included the introduction of new and/or more vocational studies, the presentation of more adequate and up-to-date job information, and attempts to keep the counselors au courant with what is going on in the world of work. The interviewees also propose strengthening the counseling program in general, with more guidance for individual students in the whole area of vocational choice.

Almost in direct opposition to the emphasis on more vocational courses for specific jobs was the recommendation by a similar number of interviewees (eight as opposed to nine) that more attention be paid to emphasizing the basic educational skills. As the representative of one industry remarked, "Industrial shops in the schools can never have the kind of machinery and equipment that we have in industry, so again I say that it is more important for the youngster to be taught the basics of communications, science, and mathematics ..." Nevertheless, regardless of such differences of opinion with regard to the teaching of vocational courses, several pointed out the need for the schools to foster a recognition of the dignity of labor.

Question: How can the schools help the college-bound students?

One of the most frequently offered suggestions made in answer to this question - either singly or in combination - was the one which concerned the importance of the school in creating in the college-bound student better study habits and a sense of responsibility for his own actions when he reaches college. Some interviewees gave specific examples of how this might be done, such as providing more opportunities for doing research and independent study, insisting on greater amounts of outside reading, and working alone with the aid of the newer teaching devices. Improved counseling services, more individual attention to students in the classroom, and encouragement of more students to think in terms of college education appeared to many of the interviewees as important areas for improvement in our schools today. Over and over again do these leading citizens plead for increased attention to, and provision for, the individual differences of our youngsters. Several times, also, the citizens being interviewed urged improved teaching of the basic skills and an upgrading of the curriculum as a means of helping these students. Some of this tightening-up has been due to the higher scholastic admission policy of the colleges, but more is needed, several interviewees pointed out.

Question: How can the schools better deal with the increasing load of subject matter?

For the educator, the responses to this question may prove to be of more interest than perhaps those of some other questions. Two major recommendations evolved: a lengthening of the school day and year, and a more careful selection and organization of subject matter, with stress on the basic subjects. There is no doubt in the minds of almost half the interviewees that a longer school day and/or year, especially the latter, is the answer to the question of how to manage in the schools the increasing load of subject matter; some suggested a staggered twelve-months program, and one referred with admiration to the Nova School in Florida, whereby a trimester system can be followed by those students who wish to attend school the whole year. A like number of individuals advocated the reorganization of subject matter in general, such as has already taken place in mathematics and some sciences; two respondents reflected some of the more recent outspoken critics of the American educational system when they proposed that the so-called fads and frills be dropped from the schools. There were several pleas from this group for further study and experimentation by university personnel and experts; at least three of the remaining interviewees indicated that they did not feel competent to make any suggestions. Seven of those questioned revealed their knowledge of new techniques in teaching by remarking that greater use of TV, programmed learning, team teaching, and language laboratories might be of great value in the schools' problem of covering so much additional material.

Question: How can the schools attract and retain competent personnel?

Since the problem of attracting and retaining able and skilled teachers in our public school system is such a knotty one, it is interesting to note the suggestions made by these leading citizens. Almost with one voice (sixteen out of nineteen) they cite the need for raising salaries as the most important single means for boosting the supply of good teachers. Hand in hand with raising salaries is the plea to raise the status of teachers. As one business leader says, "Other things are important, too. Being associated with something that is important and is recognized as important and looked up to is a significant factor for most of us." An educator agrees: "We simply have to show that the status of the teaching profession is high, that it is desirable from that point of view, that it is desirable economically, and that working conditions are appealing in terms of comparison with other fields of work."

The third suggestion in order of frequency of response is linked to the first two and concerns a topic that has been hotly debated in the past - that is, the adoption of a merit system. It is interesting to note that of the seven interviewees who proposed this, only one was connected with the schools - two were in labor and industry, one was a clergyman, one a county commissioner, one a political appointee, and so on.

Several interviewees pleaded for increased contacts between teachers and the community. Basic to this suggestion is the implication that a closer relation of teachers to members of the community will mean a better understanding of the problems in the community and an increase in respect for teachers and their job.

Other proposals included more opportunity for teachers in the classroom to devote themselves to teaching (teacher aides was one device to help in this); an improvement in opportunities for advancement of those already in the school system; and more so-called "fringe benefits." Three of the interviewees were aware of the importance of college recruitment in the selection of good teachers, and two suggested that we make a greater effort to entice more men into the profession.

Question: How can the schools deal with increased costs?
From where should the needed additional funds come?

Everyone agreed that school costs, like all other costs, have risen; population increase alone would account for a tremendous rise in school expenditures. Several interviewees advised the schools to take a long, hard look at their costs and to consider how to pare them. Some remarked, "Too many frills," "too much waste;" the item most commonly mentioned was the new school building, with one business man suggesting a single master plan for all schools as one way to reduce costs. Four individuals bluntly stated that it was not the responsibility of the school but the community to face this problem of spiralling costs. Three others stressed the importance of the school in making the public more aware of the seriousness of its financial needs.

When asked where additional funds would or could be derived to meet the mounting cost of education, there was no hesitancy in the replies. Everyone agreed that more taxes was the answer. Ten wanted an increase in local taxes; six suggested more state aid; and ten thought additional federal support was necessary. Eight interviewees wanted utilization of all three sources. Two recommended approaching the large foundation for financial aid, and one thought that a lottery might prove helpful.

Question: What changes in the control of the public schools seem advisable?

This particular question called forth answers that indicated several different approaches to the problem. Some interviewees, for example, reacted in terms of the school board; others treated it from the standpoint of curriculum changes; and one thought of the principal instead of the superintendent or board. A surprising number - seven - assessed the present system as satisfactory. Four, on the other hand, thought that school boards in Maryland ought to be elected rather than appointed in the counties by the Governor, and Baltimore by the Mayor. Four wanted the school boards to exercise more control. One, interestingly enough, stated that there should be greater statewide control, and another stressed several times that the federal government should have more control, especially in the basic curriculum. One respondent proposed that the principal have a great deal more freedom in running his school than he now has. With regard to curriculum, five interviewees suggested that local industries play a greater part in curriculum planning, particularly when it comes to vocational subjects.

Question: What should be done about federal aid to education?

The answers to this question fell roughly under three sub-questions: (a) Is federal aid to education necessary? (b) Do you support the idea of federal aid to education? (c) To which educational system should federal aid be given?

With regard to (a), five subjects said that federal aid was now necessary for all the states, three that it was necessary at the moment for deprived areas, and six that Maryland schools in particular needed it immediately. Two felt that such aid might be necessary for Maryland schools in the future, but three stated outright that federal funds for Maryland were unnecessary. One interviewee answered that he personally was in favor of federal aid to education, but that his organization had not taken a definite stand on the subject.

Of the fourteen who expressed themselves as in favor of federal aid to education, nine wanted it only if federal control did not follow. Three were completely opposed to the whole idea, and two were undecided on the question.

Several in favor of federal aid to education expressed an opinion as to which schools should receive the aid. Six wanted only public schools to get it, and one of those specified only such schools in depressed areas. Four thought that all schools - public, private, parochial - should receive federal aid if they needed it, and one felt that the funds should be dispersed directly through the state government to whomever needed them.

CONCLUSION

This preliminary study clearly indicates that, among leading citizens in many walks of life, there is an intelligent, sympathetic and knowledgable understanding of the problems faced by the public schools, and an obvious willingness to assist in the solution of some of the problems.

If the further and broader investigation now planned bears out the same findings, it would seem that public school administrators should be prepared to take advantage of these attitudes and to make bolder and broader demands for public support.

Table 2.1

ASSESSMENT OF COMMUNITY LEADERS

Groups and Organizations	Size of population	Estimated variability of views on education	Estimated degree of influence on educational policies	Cell
		(scale:1-3) (mean score	(scale:1-5) of 11 judges)	
State-wide political groups:				
U.S. Senators and Congressmen	10	1.9	2.9	D
Maryland state legislators	185	2.6	4.4	A
State executive officers	20	2.0	4.0	C
Local political bodies:				
County officials	116	2.4	3.7	A
Municipal officials	153	2.3	3.0	A
Boards of education members	143	2.4	4.9	A
Professional educators:				
State school officials	85	1.7	4.9	C
County school officials	77	1.9	4.7	C
College profs of education	182	2.1	2.9	D
MSTA General Council members	92			
Parent-Teacher Ass'n presidents	935	2.8	3.2	A
Business groups:				
Chamber of Commerce officials	49	2.3	2.4	B
Jr Ch of Commerce presidents	61	2.3	2.2	B
Industrialists:				
Officials of mfg. companies (with 200 employees or more)	230	2.3	2.2	B
Labor and farm groups:				
Labor union officials	75	1.8	2.1	D
Farm Bureau officials	53	1.7	1.9	D
Women's groups:				
League of Women Voters off's	14	1.7	2.9	D
Fed. of Women's Clubs off's	115	1.7	1.8	D
Communications media:				
Newspaper writers	87	2.2	3.2	C
Radio and TV station managers	55	2.3	2.7	B
Magazine editors	55	2.6	1.7	B

Cell A: high (2.3+) variability and high (3.0+) influence
Cell B: high (2.3+) variability and low (2.9-) influence
Cell C: low (2.2-) variability and high (3.0+) influence
Cell D: low (2.2-) variability and low (2.9-) influence

Table 2.2

GEOGRAPHIC DISTRIBUTION OF TOTAL POPULATION

	Urban	Suburban	Western	Eastern	Southern	Totals
Maryland state legislators	55	90	19	15	6	185
Local political bodies:						
County officials	21	34	17	34	10	116
Municipal officials	1	49	42	55	6	153
Boards of education members	10	42	29	47	15	143
Professional educators:						
State school off's (pro-rata)	11	28	18	19	9	85
County school officials	10	26	16	17	8	77
College profs of education	47	112	21	2	0	182
MSTA General Council members	15	32	17	22	6	92
Parent-Teacher Ass'n presidents	66	590	131	116	32	935
Business groups:						
Chamber of Commerce officials	3	23	7	14	2	49
Jr Ch. of Commerce officers	2	34	9	13	3	61
Industrialists	120	49	36	25	0	230
Labor and farm groups:						
Labor union officials	46	7	18	4	0	75
Farm Bureau officials	1	17	13	14	8	53
Women's groups:						
League of Women Voters off's	1	7	4	2	0	14
Fed. of Women's Clubs off's	18	59	13	23	2	115
Communications media:						
Newspaper writers	8	31	22	19	7	87
Radio and TV station managers	14	17	11	10	3	55
Magazine editors	31	15	2	4	3	55
	480	1262	445	455	120	2762

Table 2.3

SAMPLING SUMMARY AS OF MAY 31, 1967

	Size of Population	Size of Sample	Number Returns	Percent Returns	Number Returns Tabulated
State legislators	185	135	64	47%	60
County and city officers	269	175	86	49	83
Boards of education	143	111	70	63	69
School superintendents	162	123	91	74	89
Classroom instructors	274	177	102	58	100
PTA presidents	935	327	287	88	279
Business men	110	90	37	41	36
Industrialists	230	158	58	37	53
Labor and farm leaders	128	102	45	45	40
Women's club officers	129	103	28	27	27
Communications media	197	142	64	45	60
	2762	1643	932	57%	896

A Study of

The Public Image of Education in Maryland

under the auspices of

THE JOHNS HOPKINS UNIVERSITY

Evening College

Dr. Richard A. Mumma, Dean

Baltimore, Maryland

Please return this form to
Dr. Clara P. McMahon
The Johns Hopkins University
Baltimore, Maryland 21218

If you wish to print your name and mailing address below, we shall be happy to send you:

A copy of the tabulated findings, in about 6 months	**A copy of the complete report, in about 12 months**
NAME: ________________________________	**NAME:** ________________________________
ADDRESS: _____________________________	**ADDRESS:** _____________________________
____	____

DIRECTIONS: Please check in the appropriate boxes on Page 3 to indicate (G) your
Any suggestions, criticisms or other comments you would care to mak

Name and address (optional—will not be used)________________________________

What group do you chiefly represent in the present study? If you hold an office, what is it?

Of what other groups in Maryland are you an officer or a leading member?

If you spent your early years in Maryland, which kind of schools did you attend?

What is the position toward public education (G) *of your Group?* (Y) *of Yourself?*

How active in public education affairs (G) *is your Group?* (Y) *are You?*

What is the chief assistance to the public schools provided (G) *by your Group?* (Y) *by You?*
(Please check only the most important items)

What kinds of educational activities are being supported (G) *by your Group?* (Y) *by You?*
(Please check only the most important items)

What are regarded as the basic goals of American education (G) *by your Group?* (Y) *by You?*
(Please check the 3 most important items)

What should a young person get out of his schooling, according (G) *to your Group?* (Y) *to You?*
(Please check the 5 most important items)

How good are schools today in meeting their responsibilities, according (G) *to your Group?* (Y) *to You?*

How does the quality of education compare with that of 20 years ago, according (G) *to your Group?* (Y) *to You?*

How well are the schools today meeting the needs of all children, according (G) *to your Group?* (Y) *to You?*

What are considered the major problems facing the public schools today (G) *by your Group?* (Y) *by You?*
(Please check the 4 most important items)

How can classroom teaching be improved, according (G) *to your Group?* (Y) *to You?*
(Please check the 5 most important items)

In what areas do schools need to provide for children more adequately, according (G) *to your Group?* (Y) *to You?*
(Please check the 4 most important items)

How can classroom teachers improve their work, according (G) *to your Group?* (Y) *to You?*
(Please check the 3 most important items)

How can public school administration be improved, according (G) *to your Group?* (Y) *to You?*
(Please check the 4 most important items)

How can schools meet the increasing demands of industry and commerce, according (G) *to your Group?* (Y) *to You*
(Please check the 5 most important items)

How can the schools help college-bound students, according (G) *to your Group?* (Y) *to You?*
(Please check the 4 most important items)

How can schools deal with the increasing load of subject matter, according (G) *to your Group?* (Y) *to You?*
(Please check the 3 most important items)

How can schools attract and retain competent personnel, according (G) *to your Group?* (Y) *to You?*
(Please check the 4 most important items)

What changes in the control of public schools seem advisable, according (G) *to your Group?* (Y) *to You?*
(Please check only the most important items)

How can the public schools deal with increased costs, according (G) *to your Group?* (Y) *to You?*
(Please check only the most important items)

From where should the additional funds come, according (G) *to your Group?* (Y) *to You?*
(Please check only the most important items)

p's attitudes, and (Y) your own attitudes on the questions raised below.
the blank Page 4 of this form will be greatly appreciated.

Occupation____________________ Job Location____________________ Place of residence____________________

____

____

Public elem.____ Public high____ Parochial elem.____ Parochial high____ Private elem.____ Private high____

Highly favorable (G)____(Y)____ Moderate approval (G)____(Y)____ No position taken (G)____(Y)____

Highly active (G)____(Y)____ Moderately active (G)____(Y)____ Not involved (G)____(Y)____

Educational programs (G)____(Y)____ Constructive criticism (G)____(Y)____ Public relations (G)____(Y)____
Financial assistance (G)____(Y)____

Promote legislation (G)____(Y)____ Disseminate new ideas (G)____(Y)____ Provide speakers (G)____(Y)____
Aid teacher training (G)____(Y)____ Assist school fairs (G)____(Y)____ Conduct tours (G)____(Y)____
Produce literature (G)____(Y)____

To develop literate adults by teaching our youths a body of basic knowledge (G)____(Y)____
To prepare students to participate as citizens in a democratic society (G)____(Y)____
To provide the best education for every child according to his abilities (G)____(Y)____
To imbue students with a sound philosophy of life and a sense of ideals (G)____(Y)____
To teach students to think and stimulate in them a desire to learn (G)____(Y)____

Development of his potentials (G)____(Y)____ Good background in basic subjects (G)____(Y)____ Good citizenship (G)____(Y)____
Sense of responsibility (G)____(Y)____ Ability to make social adjustments (G)____(Y)____ Good work habits (G)____(Y)____
Set of ethical & moral values (G)____(Y)____ Ability to think and make decisions (G)____(Y)____
Ability to find & hold a job (G)____(Y)____

Superior (G)____(Y)____ Very good (G)____(Y)____ Adequate (G)____(Y)____ Poor (G)____(Y)____ Much variation among schools (G)____(Y)____

Much better (G)____(Y)____ Somewhat better (G)____(Y)____ About the same (G)____(Y)____ Probably poorer (G)____(Y)____
The periods cannot be compared (G)____(Y)____

Excellently (G)____(Y)____ Acceptably (G)____(Y)____ Indifferently (G)____(Y)____ Poorly (G)____(Y)____

Overcrowding (G)____(Y)____ Lack of qualified teachers (G)____(Y)____ Inadequate salaries (G)____(Y)____
Lack of funds (G)____(Y)____ Lack of public support (G)____(Y)____ Poor administration (G)____(Y)____
Lack of facilities (G)____(Y)____ Poor community relations (G)____(Y)____

Reduce class sizes (G)____(Y)____ Require better preparation (G)____(Y)____ Pay adequate salaries (G)____(Y)____
Hire more teachers (G)____(Y)____ Increase in-service training (G)____(Y)____ Encourage research (G)____(Y)____
Use team teaching (G)____(Y)____ Build more & better classrooms (G)____(Y)____ Reduce clerical work (G)____(Y)____

Challenging children to work to full capacity (G)____(Y)____ More attention to average child (G)____(Y)____
More attention to intellectually handicapped (G)____(Y)____ More and improved counseling (G)____(Y)____
More attention to the culturally deprived (G)____(Y)____ Better technical-vocational training (G)____(Y)____
More attention to the intellectually gifted (G)____(Y)____

Be more dedicated (G)____(Y)____ Give pupils individual attention (G)____(Y)____ Maintain class discipline (G)____(Y)____
Show enthusiasm (G)____(Y)____ Understand and love children (G)____(Y)____ Be eager to learn (G)____(Y)____

Improve school-community communications (G)____(Y)____ Improve communications within schools (G)____(Y)____
Train people for school administration (G)____(Y)____ Free teachers to teach in classrooms (G)____(Y)____
Encourage a climate of freedom in schools (G)____(Y)____ Set definite standards of achievement (G)____(Y)____
Give school administrators more authority (G)____(Y)____ The present system is satisfactory (G)____(Y)____

Ascertain present needs of industry and commerce (G)____(Y)____ Teach modern vocational courses (G)____(Y)____
Present adequate and up-to-date job information (G)____(Y)____ Put greater emphasis on basic skills (G)____(Y)____
Have local industries aid in curriculum planning (G)____(Y)____ Train students for specific jobs (G)____(Y)____
Foster recognition of the dignity of labor (G)____(Y)____ Provide equal opportunities to learn (G)____(Y)____
Provide better-informed guidance and counseling (G)____(Y)____

Improve teaching of basic skills (G)____(Y)____ Cultivate better study habits (G)____(Y)____
Give more individual attention to students (G)____(Y)____ Improve counseling services (G)____(Y)____
Develop higher sense of responsibility (G)____(Y)____ Upgrade the curriculum (G)____(Y)____
Encourage students to prepare themselves (G)____(Y)____ Increase financial aid (G)____(Y)____

Select subject matter carefully (G)____(Y)____ Lengthen school year (G)____(Y)____ Lengthen school day (G)____(Y)____
Lay chief stress on basic subjects (G)____(Y)____ Develop new techniques (G)____(Y)____ Develop new courses (G)____(Y)____

Raise status of teachers (G)____(Y)____ Increase teacher-community contacts (G)____(Y)____ Raise salaries (G)____(Y)____
Provide aides for teachers (G)____(Y)____ Improve opportunities for advancement (G)____(Y)____ Adopt merit system (G)____(Y)____
Improve working conditions (G)____(Y)____ Improve recruiting from colleges (G)____(Y)____

School boards should exercise more fiscal control (G)____(Y)____ School boards should be elected (G)____(Y)____
The "little people" should also be on school boards (G)____(Y)____ Increase federal control (G)____(Y)____
The State Board should be given more control (G)____(Y)____ Present system is satisfactory (G)____(Y)____

Raise additional taxes (G)____(Y)____ Cut expenditures (G)____(Y)____ Use funds more wisely (G)____(Y)____
Raising money is not the responsibility of the schools (G)____(Y)____

Higher local taxes (G)____(Y)____ Increased federal support (G)____(Y)____ More state aid (G)____(Y)____
State lottery (G)____(Y)____ Parents of school children (G)____(Y)____ Large foundations (G)____(Y)____

THE JOHNS HOPKINS UNIVERSITY · BALTIMORE, MARYLAND 21218

THE EVENING COLLEGE

November 30, 1966

Dear Sir or Madam:

Not long ago a group of outstanding citizens of Maryland (see the enclosed list) were interviewed by a team of researchers to ascertain their attitudes toward public school education in the State. The views they expressed were so stimulating and impressive that a broader examination of the Public Image of Education in Maryland is now being undertaken.

Accordingly, a carefully selected sample of about 2100 leaders have been chosen from the following groups of Maryland citizens: state-wide political bodies, local political bodies, school boards, parent-teacher associations, industrialists, business groups, professional educators, labor and farm groups, women's clubs, and the communications media. Your own name has been recommended as a leader representing the particular group which has been underlined above.

Your valued cooperation in promptly filling out the enclosed form and returning it at once will be deeply appreciated. Since you were drawn as an outstanding spokesman of your group, your replies on the issues raised will be most valuable in formulating a balanced view of all the community leaders in Maryland.

It is hoped that the findings of this study may prove useful as one basis for reaching decisions by various policy-making bodies in the State. If you would like to have copies of the results of the survey, please fill in the appropriate blanks in the form you return.

Thank you very much for your generosity in time and effort.

Sincerely yours,

Clara P. McMahon

Clara P. McMahon
Director, Division of Education
Project Director

Samuel Strauss

Samuel Strauss
Associate Project Director

THE JOHNS HOPKINS UNIVERSITY · BALTIMORE, MARYLAND 21218

THE EVENING COLLEGE

January 14, 1967

Dear Sir or Madam:

About six weeks ago we sent you a questionnaire on the Public Image of Education, with accompanying materials which explained its origin and purpose. We realize that it came to you at a busy time, and therefore we are sending another copy at this calmer period. If you have already returned the form without identification please forgive us and disregard this follow-up.

We certainly would have preferred a simpler and more satisfying questionnaire, but since the problem is quite complex we are trying, with your help, to make a little order out of it. Please note that the questions and choices in the form were not selected by arm-chair reasoning, but were derived from the interviews with prominent Marylanders in our preliminary study. All the answers may be valid, but we seek to know which ones have the greatest support.

Some persons who filled out the forms were reluctant to speak for their group and checked only their own views. This is quite satisfactory and the questionnaire was constructed to make this possible. We urge you to give us at least the benefit of your personal opinions. You may rest assured that all returns will be kept confidential.

Full returns from leading citizens in all walks of life will yield the most complete analysis and insure that all viewpoints are represented. Please identify the county in which you work and reside, and the group which you were chosen to represent in this study (underlined): state-wide political bodies, local political groups, school boards, PTA's, industrialists, business groups, professional educators, labor and farm groups, women's clubs and communications media.

We shall be most grateful if you will take 20 to 30 minutes to fill out the enclosed blue form and return it as soon as possible.

Yours sincerely,

Clara P. McMahon

Clara P. McMahon
Director, Division of Education
Project Director

Samuel Strauss

Samuel Strauss
Associate Project Director

THE PUBLIC IMAGE OF EDUCATION IN MARYLAND

The leading citizens of Maryland listed below were interviewed in the summer of 1964 and the spring of 1965 to ascertain their views on public elementary and secondary school education in Maryland. The interview schedule consisted of 21 semi-structured questions, and the complete interviews were recorded and transcribed and then corrected by the respondents. Analysis of the transcriptions yielded the clusters of categories which serve as the basis for the questionnaire that is used in the present enlarged study of the attitudes of a cross-section of Maryland community leaders.

Key Person	Position	Organization
Hon. Daniel B. Brewster	U. S. Senator	United States Congress
Mr. John F. Connors	Manager	Education and Personnel Development Martin Company
Mr. Robert E. Coughlan, Jr.	Past President	Bar Association Baltimore City
Mr. Stephen C. Cromwell	Executive Director	State of Maryland Department of Employment Security
Msgr. James C. Donohue	Director	Department of Education National Catholic Welfare Conference
Hon. Jacob J. Edelman	Chairman	Education Committee Baltimore City Council
Mr. Dominic N. Fornaro	President	Baltimore Council, AFL-CIO
Mr. Victor M. Husty	Plant Manager	Procter and Gamble
Mr. Edgar L. Jones	Editorial Writer	Baltimore Sun
Mr. J. Sydney King	Manager	Community Service, WBAL-TV
Dr. Robert C. Lloyd	Director	Special Projects and Programs Baltimore City Public Schools
Rev. Robert L. McKibben	Chairman	Division of Education Maryland Council of Churches
Hon. Mary L. Nock	Chairman	Committee on Education Senate of Maryland
Dr. William A. Pillsbury	Secretary	Medical and Chirurgical Faculty of Maryland
Mr. Milson C. Raver	Executive Secretary	Maryland State Teachers Association
Mr. John W. Schiminger	President	Maryland State Junior Chamber of Commerce
Dr. James A. Sensenbaugh	State Superintendent of Schools	Maryland State Department of Education
Mr. Joseph W. Showalter	President	Maryland Congress of Parents and Teachers
Hon. Carlton R. Sickles	U. S. Congressman	Education and Labor Committee United States Congress
Mr. Arthur D. Simonds, Jr.	Executive Secretary	Montgomery County Education Association
Dr. James A. van Zwoll	Professor	College of Education University of Maryland

JAMES A. SENSENBAUGH
STATE SUPERINTENDENT

MARYLAND STATE DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
301 WEST PRESTON STREET, BALTIMORE 21201

I am familiar with the Study on the Public Image of Education in Maryland because I participated in the preliminary study. In my opinion a further examination of this question would be of considerable value and I, therefore, urge you to fill out and return the enclosed form as promptly as possible.

I am authorizing Dr. McMahon to reproduce this letter and send it to you.

Kindest personal regards!

Sincerely yours,

James A. Sensenbaugh

JAMES A. SENSENBAUGH
State Superintendent of Schools

MARYLAND STATE TEACHERS ASSOCIATION
344 NORTH CHARLES STREET • BALTIMORE, MARYLAND 21201 • TELEPHONE 727-7676

MILSON C. RAVER
EXECUTIVE SECRETARY

November 21, 1966

To the Members of the MSTA General Council:

During the past two years, we here at MSTA have been cooperating with Drs. McMahon and Strauss of the Division of Education at the Johns Hopkins University in a research project dealing with "The Image of Public Education in Maryland."

As this project has developed, first at the preliminary level and now on an expanded basis, it seems even more important that we assist in completing the research which has been undertaken. Therefore, it is our hope that you will assist by responding to the questionnaire which is enclosed.

Your efforts in this direction can help us in assessing the public image of the field in which all of us are working.

Sincerely yours,

Milson C. Raver

Milson C. Raver
Executive Secretary

MCR:bg
enclosure

"Child Welfare in Home, School, Church and State"

Maryland Congress of Parents and Teachers

STATE OFFICE
207 EAST REDWOOD STREET BALTIMORE, MARYLAND 21202
TELEPHONE: 685-0865

November 1, 1966

Dear PTA President:

This covering letter for the enclosed questionaire will be my last officially as president of the Maryland Congress of Parents and Teachers, in fact, it is scheduled to arrive after my office has terminated. I am pleased that it deals with a matter of high caliber for which I can express my heartiest endorsement and urge you without fail to execute the questionaire and return it according to the instructions.

This study is being conducted by a very reputable institution, The Johns Hopkins University, under the direction of Dr. Clara P. McMahon, and Dr. Samuel Strauss of the Department of Education. The U.S. Office of Education has provided the necessary funds because it is deemed to be quite meritorious. The National Education Association is keenly interested in the anticipated findings.

The first phase of the study, titled "The Public Image of Education in Maryland" was conducted in 1964 when 23 prominent citizens of Maryland representing many interests were interviewed. I was privileged to be included in the first phase. The summary of the first phase provided the base of questions and procedures to be used in the present much-expanded survey in an area where information is essentially nonexistent.

PTA is the largest of the ten groups in Maryland included in this phase. Local presidents from approximately 550 of the 970 PTAs will receive the questionaire according to a strictly scientific randomized selection. I have consulted with several others of the MCPT Officers, and without reservation we agreed to authorize the PTA's participation.

Although the authorization to participate has been granted to the project team, whether the participation is excellent, average, or poor, depends on each of you. You have the assurance that I was first involved, that the Maryland Congress leadership approves most heartily, and that no adverse results will occur either to you or the organization. The findings will be made known quite impersonally in tables of information and no one will be quoted unless they specifically grant the permission, still without being identified.

It is a compliment to PTA to be invited to participate in this study; PTA is considered to be of more than average importance in molding educational viewpoint. This is your chance to be heard and if you do not return the questionaire then you have failed to exercise your rightful influence. What you do about this questionaire will indicate whether you feel that you and PTA are indeed important. Need I say more?

Most cordially, with best wishes,

Joseph Showalter

Joseph Showalter,
President, MCPT

MARYLAND STATE AND D. C. AFL-CIO

AFFILIATED WITH NATIONAL AFL-CIO

305 W. Monument Street
Baltimore, Maryland 21201
SAratoga 7-7307 - 7-7308

PRESIDENT
CHARLES A. DELLA
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CULVER B. WINDSOR
SECOND VICE-PRESIDENT
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EMORY J. METZ
JOSIAH E. MULLENAX
CLARK A. ROBERTSON
JOHN J. SCHAEFFER
W. F. STRONG
JOSEPH J. TALERICO
CYPRIAN O. TILGHMAN

November 14, 1966

Dear Sir and Brother:

Dr. Samuel Straus of Johns Hopkins University has discussed the enclosed questionnaire pertaining to our school system with us.

Your cooperation in filling out the questionnaire will be appreciated.

Sincerely and fraternally,

Charles A Della,

Charles A. Della
President

D:cc
opeiu 2

Chart 2.8

KEY FOR CODING QUESTIONNAIRES

1, 2, 3, 4: Identification number

5: Card number

6: Occupation: 0 no answer, 1 professional, 2 managerial, 3 farming, 4 clerical, 5 sales, 6 craftsmen, 7 operatives, 8 service, 9 laborers

7, 8: Job location:
00 no answer
01 Balto City
02 Anne Arundel
03 Balto County
04 Harford
05 Howard
06 Montgomery
07 Pr. Geo.
08 Allegany
09 Carroll
10 Frederick
11 Garrett
12 Washington
13 Caroline
14 Cecil
15 Dorchester
16 Kent
17 Q. Anne's
18 Somerset
19 Talbot
20 Wicomico
21 Worcester
22 Calvert
23 Charles
24 St. Mary's
25 Washington, D.C.
26 Unknown

9: Region: 0 no answer, 1 urban, 2 suburban, 3 Western Maryland, 4 Eastern Shore, 5 Southern Maryland

10, 11: Place of residence -- same as 7, 8 above

12: Region -- same as 9 above

13, 14: Group represented:
00 no answer
01 U.S. Congress
02 state legislators
03 state exec. off's
04 cent. comm. off's
05 county comm'rs
06 municipal off's
07 cen. comm. members
08 boards of educ.
09 state sup't off.
10 county sup'ts
11 professors
12 MSTA members
13 PTA presidents
14 C of C off's
15 Jr C of C off's
16 industrialists
17 labor unions
18 Farm Bureaus
19 L of Women Voters
20 Fed. Women's clubs
21 newspaper writers
22 radio, TV managers
23 magazine editors

15: Scope of group: 0 unknown, 1 state-wide, 2 regional, 3 county, 4 city, 5 local

16: Office held:
0 no answer, 1 president or chairman, 2 vice-president, 3 executive vice-president or secretary or manager, 4 board of directors, 5 secretary or treasurer, 6 chairman of a committee, 7 committee member, 8 other official, 9 member

17: Other groups:
0 no answer, 1 civic or community, 2 political, 3 church, 4 PTA, 5 professional or business, 6 fraternal or social, 7 garden or conservation, 8 other, 9 none

18: Office held -- same as 16 above

19: Other groups -- same as 17 above

20: Office held -- same as 16 above

21: Other groups -- same as 17 above

22: Office held -- same as 16 above

23: Number of groups reported: total of those listed in 13,17,19,21

24: Elementary schools:
0 no answer, 1 public, 2 parochial, 3 private, 4 public and parochial, 5 public and private, 6 parochial and private, 7 all three

25: High schools -- same as 24 above

26: Position of Group:
0 no answer, 1 highly favorable, 2 moderate approval, 3 no position taken

27: Position of You -- same as 26 above

(Note: The same procedure as for 26 and 27 will be used on the five questions which require that a single Ranking be checked from the several choices indicated. The code numbers assigned to the five questions are 26 and 27, 28 and 29, 55 and 56, 57 and 58, 59 and 60.)

30: Educational programs:
0 no check, 1 only G checked, 2 only Y checked, 3 both checked

(Note: The same procedure as for 30 will be used on all the remaining items on the questionnaire, except 55 and 56, 57 and 58, 59 and 60, 75 and 76.)

74: Spokesman: A judgment of the coder as to whether the respondent:
0 did not answer many questions (was unwilling to commit himself)
1 checked the G's chiefly (spoke only for his Group)
2 checked the Y's chiefly (spoke only for himself)
3 checked both (his own opinions agreed with those of his Group)
4 checked both (his own opinions differed from those of his Group)

75: Requests for reports:
0 no request, 1 for 6-month report, 2 for 12-month report, 3 for both reports

76: Comments on page 4:
0 no comments, 1 half page or less, 2 more than half page

CODING SHEET

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Table 3.1

PERCENT OF MARYLAND COMMUNITY LEADERS BY OCCUPATION

	Professional	Managerial	Farming	Clerical	Sales	Craftsmen	TOTALS
N:	330	187	33	55	68	58	896
WHAT ARE REGARDED AS THE BASIC GOALS OF AMERICAN EDUCATION? TO:							
Develop literate adults by teaching our youths a body of basic knowledge	30	38	39	31	31	31	32
Prepare students to participate as citizens in a democratic society	67	56	58	44	56	58	59
Provide the best education for every child according to his abilities	83	76	67	78	69	74	79
Imbue students with a sound philosophy of life and a sense of ideals	38	39	36	45	47	45	38
Teach students to think and stimulate in them a desire to learn	74	73	64	76	82	67	73
WHAT SHOULD A YOUNG PERSON GET OUT OF HIS SCHOOLING?							
Development of his potentials	82	72	70	71	89	77	77
Sense of responsibility	58	62	54	71	63	62	60
Set of ethical and moral values	50	48	39	49	60	43	47
Ability to find and hold a job	28	30	36	34	34	29	30
Good background in basic subjects	58	61	75	51	60	55	57
Ability to make social adjustments	31	23	6	29	16	27	25
Ability to think and make decisions	80	77	81	74	79	84	78
Good citizenship	56	49	45	57	64	55	56
Good work habits	28	40	51	38	34	26	33

In addition to the above, 2 persons were operatives, 11 were in service occupations and 2 were laborers; also 150 persons did not have, or did not indicate an occupation.

3.1 (p.2)

PERCENT OF MARYLAND COMMUNITY LEADERS BY OCCUPATION

	Professional	Managerial	Farming	Clerical	Sales	Craftsman	TOTALS
N:	330	187	33	55	68	58	896
WHAT ARE CONSIDERED THE MAJOR PROBLEMS FACING THE PUBLIC SCHOOLS TODAY?							
Overcrowding	58	60	48	70	57	68	60
Lack of funds	59	36	30	43	44	39	47
Lack of facilities	44	37	36	50	51	41	41
Lack of qualified teachers	81	78	76	81	73	71	77
Lack of public support	36	29	36	31	44	32	33
Poor community relations	20	30	45	22	28	16	23
Inadequate salaries	52	46	27	50	41	55	50
Poor administration	22	24	48	18	19	22	22
HOW CAN CLASSROOM TEACHING BE IMPROVED?							
Reduce class sizes	75	75	58	81	79	79	76
Hire more teachers	36	38	24	41	44	50	38
Use team teaching	26	30	30	36	29	21	28
Require better preparation	63	55	63	45	63	52	58
Increase in-service training	65	43	45	47	55	22	51
Build more and better classrooms	29	29	21	50	36	51	32
Pay adequate salaries	68	66	33	62	57	64	64
Encourage research	38	27	39	38	35	40	35
Reduce clerical work	50	43	42	38	47	36	45

In addition to the above, 2 persons were operatives, 11 were in service occupations and 2 were laborers; also 150 persons did not have, or did not indicate an occupation.

3.1 (p.3)

PERCENT OF MARYLAND COMMUNITY LEADERS BY OCCUPATION

	Professional	Managerial	Farming	Clerical	Sales	Craftsmen	TOTALS
N:	330	187	33	55	68	58	896
IN WHAT AREAS DO SCHOOLS NEED TO PROVIDE FOR CHILDREN MORE ADEQUATELY?							
Challenging children to work to full capacity	81	81	82	89	85	69	80
More attention to the intellectually handicapped	25	21	30	29	28	34	26
More attention to culturally deprived	52	30	12	31	22	39	38
More attention to intellectually gifted	42	41	24	38	30	29	38
More attention to the average child	47	49	51	57	48	53	49
More and improved counseling	56	61	60	63	67	58	60
Better technical-vocational training	63	71	78	62	78	69	67
HOW CAN CLASSROOM TEACHERS IMPROVE THEIR WORK?							
Be more dedicated	35	42	45	34	48	41	39
Show enthusiasm	44	46	42	42	55	55	45
Give pupils individual attention	57	50	45	42	38	51	51
Understand and love children	54	40	54	60	38	48	50
Maintain class discipline	33	56	57	65	61	53	48
Be eager to learn	53	36	33	31	35	34	42

In addition to the above, 2 persons were operatives, 11 were in service occupations and 2 were laborers; also 150 persons did not have, or did not indicate an occupation.

3.1 (p.4)

PERCENT OF MARYLAND COMMUNITY LEADERS BY OCCUPATION

	Professional	Managerial	Farming	Clerical	Sales	Craftsmen	TOTALS
N:	330	187	33	55	68	58	896
HOW CAN PUBLIC SCHOOL ADMINISTRATION BE IMPROVED?							
Improve school-community communications	65	66	67	67	64	69	65
Train people for school administration	58	56	48	62	57	55	56
Encourage climate of freedom in schools	44	20	21	22	19	21	29
Give school administrators more authority	17	22	24	32	33	34	23
Improve communications within schools	62	44	30	56	46	34	50
Free teachers to teach in classrooms	70	62	51	47	54	52	62
Set definite standards of achievement	34	56	54	67	59	48	46
The present system is satisfactory	5	5	6	5	4	3	5
HOW CAN SCHOOLS MEET THE INCREASING DEMANDS OF INDUSTRY AND COMMERCE?							
Ascertain present needs of industry and commerce	60	68	48	67	64	55	59
Present adequate and up-to-date job information	47	43	42	40	64	43	47
Have local industries aid in curriculum planning	46	48	51	60	50	53	47
Foster recognition of dignity of labor	43	34	42	34	36	46	40
Provide better guidance and counseling	73	69	48	67	60	65	69
Teach modern vocational courses	64	73	69	62	70	74	68
Place greater emphasis on basic skills	51	51	50	50	45	46	49
Train students for specific jobs	11	24	24	27	22	17	18
Provide equal opportunities to learn	47	35	24	31	31	38	41

In addition to the above, 2 persons were operatives, 11 were in service occupations and 2 were laborers; also 150 persons did not have, or did not indicate an occupation

3.1 (p.5)

PERCENT OF MARYLAND COMMUNITY LEADERS BY OCCUPATION

	Professional	Managerial	Farming	Clerical	Sales	Craftsmen	TOTALS
N:	330	187	33	55	68	58	896
HOW CAN THE SCHOOLS HELP COLLEGE-BOUND STUDENTS?							
Improve teaching of basic skills	49	46	42	52	38	29	44
Give more individual attention to students	41	30	27	22	20	31	33
Develop higher sense of responsibility	51	53	57	50	54	46	51
Encourage students to prepare themselves	57	70	60	71	72	79	65
Cultivate better study habits	75	84	88	76	87	69	78
Improve counseling services	52	46	42	54	46	51	49
Upgrade the curriculum	35	36	45	29	36	29	35
Increase financial aid	16	10	6	20	18	29	17
HOW CAN THE SCHOOLS DEAL WITH THE INCREASING LOAD OF SUBJECT MATTER?							
Select subject matter carefully	79	76	75	78	77	76	77
Lay chief stress on basic subjects	41	55	66	52	60	50	50
Lengthen school year	31	34	18	31	30	32	30
Develop new techniques	74	62	42	72	60	63	65
Lengthen school day	12	10	3	2	7	8	10
Develop new courses	37	32	36	31	35	36	36

In addition to the above, 2 persons were operatives, 11 were in service occupations and 2 were laborers; also 150 persons did not have, or did not indicate an occupation.

3.1 (p.6)

PERCENT OF MARYLAND COMMUNITY LEADERS BY OCCUPATION

	Professional	Managerial	Farming	Clerical	Sales	Craftsmen	TOTALS
N:	330	187	33	55	68	58	896
HOW CAN THE SCHOOLS ATTRACT AND RETAIN COMPETENT PERSONNEL?							
Raise status of teachers	72	66	57	54	61	50	66
Provide aides for teachers	38	31	33	43	37	29	37
Improve working conditions	56	37	36	40	38	45	45
Increase teacher-community contacts	18	30	33	25	25	17	23
Improve opportunities for advancement	63	60	39	64	57	63	60
Improve recruiting from colleges	25	27	30	33	42	44	29
Raise salaries	71	61	33	62	56	67	64
Adopt merit system	19	38	63	38	39	37	30
WHAT CHANGES IN THE CONTROL OF PUBLIC SCHOOLS SEEM ADVISABLE?							
School boards should exercise more fiscal control	26	27	27	23	33	14	26
The "little people" should also be on school boards	20	17	27	34	29	39	26
The State Board should be given more control	6	4	6	9	4	5	5
School boards should be elected	28	24	45	34	33	39	31
Increase federal control	3	2	0	2	0	5	2
Present system is satisfactory	38	40	18	29	42	14	33

In addition to the above, 2 persons were operatives, 11 were in service occupations and 2 were laborers; also 150 persons did not have, or did not indicate an occupation.

3.1 (p.7)

PERCENT OF MARYLAND COMMUNITY LEADERS BY OCCUPATION

	Professional	Managerial	Farming	Clerical	Sales	Craftsmen	TOTALS
N:	330	187	33	55	68	58	896
HOW CAN THE PUBLIC SCHOOLS DEAL WITH INCREASED COSTS?							
Raise additional taxes	36	38	6	25	19	20	29
Cut expenditures	3	8	21	9	10	7	6
Use funds more wisely	48	58	75	43	61	55	54
Raising money is not the responsibility of the schools	41	39	36	47	44	51	40
FROM WHERE SHOUID THE ADDITIONAL FUNDS COME?							
Higher local taxes	37	38	30	47	33	27	35
State lottery	10	15	18	14	29	29	15
Increased federal support	39	22	9	34	18	31	30
Parents of school children	5	10	21	9	13	12	8
More state aid	67	60	45	49	36	55	58
Large foundations	9	11	9	9	14	13	10

In addition to the above, 2 persons were operatives, 11 were in service occupations and 2 were laborers; also 150 persons did not have, or did not indicate an occupation.

Table 3.2
PERCENT OF COMMUNITY LEADERS WHO EXPRESSED THEIR OWN VIEWS ON:

	GROUPS AND ORGANIZATIONS											
	State legislators	County, city officers	Boards of education	School superintendents	Classroom instructors	PTA presidents	Business men	Industrialists	Farm, labor leaders	Women's club officers	Communications media	TOTALS
WHAT ARE REGARDED AS THE BASIC GOALS OF AMERICAN EDUCATION? N:	60	83	69	89	100	279	36	53	40	26	60	896
To develop literate adults by teaching our youths a body of basic knowledge	35	34	38	33	20	24	47	40	38	38	52	32
To prepare students to participate as citizens in a democratic society	72	62	54	76	71	53	58	51	55	69	45	60
To provide the best education for every child according to his abilities	73	75	87	90	85	79	78	70	63	69	73	78
To imbue students with a sound philosophy of life and a sense of ideals	42	45	41	35	39	39	31	34	40	27	35	38
To teach students to think and stimulate in them a desire to learn	78	61	72	69	73	77	78	87	65	77	72	74
WHAT SHOULD A YOUNG PERSON GET OUT OF HIS SCHOOLING?												
Development of his potentials	85	75	84	88	79	72	83	70	75	85	75	77
Sense of responsibility	70	63	55	57	56	62	58	64	63	62	57	60
Set of ethical and moral values	55	52	45	48	62	44	34	51	35	27	50	47
Ability to find and hold a job	30	41	34	34	28	26	39	30	35	24	33	31
Good background in basic subjects	52	42	65	60	43	60	69	66	65	61	65	57
Ability to make social adjustments	25	17	17	30	36	26	22	19	20	31	23	26
Ability to think & make decisions	79	76	75	82	83	80	77	81	80	65	72	79
Good citizenship	59	60	67	63	59	56	69	30	43	42	53	56
Good work habits	27	30	33	27	21	36	50	53	38	42	33	33

3.2 (p.2)

PERCENT OF COMMUNITY LEADERS WHO EXPRESSED THEIR OWN VIEWS ON:

	State legislators	County, city officers	Boards of education	School superintendents	Classroom instructors	PTA presidents	Business men	Industrialists	Farm, labor leaders	Women's club officers	Communications media	TOTALS
N:	60	83	69	89	100	279	36	53	40	26	60	896
WHAT ARE CONSIDERED THE MAJOR PROBLEMS FACING THE PUBLIC SCHOOLS TODAY?												
Overcrowding	80	57	61	45	49	67	53	68	58	58	68	61
Lack of funds	53	43	64	74	58	42	47	25	28	46	27	47
Lack of facilities	50	40	38	55	35	46	44	30	33	35	25	41
Lack of qualified teachers	73	76	91	91	83	68	75	77	83	81	75	77
Lack of public support	18	33	14	31	39	41	36	42	30	42	23	34
Poor community relations	13	30	25	21	22	21	28	30	25	12	27	23
Inadequate salaries	48	46	54	48	56	51	36	43	53	54	52	50
Poor administration	30	30	12	12	26	14	33	25	45	31	32	22
HOW CAN CLASSROOM TEACHING BE IMPROVED?												
Reduce class sizes	82	63	72	69	70	83	72	68	80	73	85	75
Hire more teachers	40	30	41	28	31	48	22	30	43	23	43	38
Use team teaching	25	29	36	26	12	32	31	32	18	35	25	28
Require better preparation	65	59	61	61	64	50	61	60	55	69	60	58
Increase in-service training	43	45	57	83	69	43	53	42	33	38	47	51
Build more and better classrooms	43	30	26	29	19	42	39	26	38	15	22	33
Pay adequate salaries	67	55	75	66	72	59	67	68	60	65	62	64
Encourage research	32	31	30	54	47	32	33	21	40	42	27	35
Reduce clerical work	50	42	41	48	63	41	56	42	38	65	28	45

3.2 (p.3)

PERCENT OF COMMUNITY LEADERS WHO EXPRESSED THEIR OWN VIEWS ON:

	State legislators	County, city officers	Boards of education	School superintendents	Classroom instructors	PTA presidents	Business men	Industrialists	Farm, labor leaders	Women's club officers	Communications media	TOTALS
N:	60	83	69	89	100	279	36	53	40	26	60	896
IN WHAT AREAS DO SCHOOLS NEED TO PROVIDE FOR CHILDREN MORE ADEQUATELY?												
Challenging children to work to full capacity	85	71	87	81	79	81	81	79	75	81	83	80
More attention to intellectually handicapped	30	30	23	20	22	34	22	21	25	12	23	27
More attention to culturally deprived	40	23	41	59	61	35	28	28	28	42	30	39
More attention to intellectually gifted	40	31	36	38	37	35	44	45	30	50	52	38
More attention to the average child	42	52	55	48	45	49	47	53	68	35	55	50
More and improved counseling	53	57	52	58	56	64	61	64	60	69	58	60
Better technical-vocational training	85	72	75	64	66	62	67	60	75	65	67	67
HOW CAN CLASSROOM TEACHERS IMPROVE THEIR WORK?												
Be more dedicated	42	47	49	28	33	38	39	42	48	35	43	40
Show enthusiasm	55	41	41	47	38	46	69	47	40	35	40	45
Give pupils individual attention	43	48	41	63	63	48	50	45	50	65	57	52
Understand and love children	42	39	59	66	54	54	36	38	50	50	35	50
Maintain class discipline	57	58	54	7	22	61	39	70	53	58	57	49
Be eager to learn	35	34	32	71	65	33	44	32	33	54	43	42

3.2 (p.4)

PERCENT OF COMMUNITY LEADERS WHO EXPRESSED THEIR OWN VIEWS ON:

	State legislators	County, city officers	Boards of education	School superintendents	Classroom instructors	PTA presidents	Business men	Industrialists	Farm, labor leaders	Women's club officers	Communications media	TOTALS
HOW CAN PUBLIC SCHOOL ADMINISTRATION BE IMPROVED? N:	60	83	69	89	100	279	36	53	40	26	60	896
Improve school-community communications	53	59	72	84	57	67	53	59	65	65	62	65
Train people for school administration	48	47	58	69	55	58	50	53	68	54	52	56
Encourage climate of freedom in schools	35	18	25	44	63	23	25	16	18	38	28	30
Give school administrators more authority	23	27	12	4	14	29	25	36	30	12	27	23
Improve communications within schools	40	48	54	72	72	49	31	30	30	42	50	51
Free teachers to teach in classrooms	63	55	58	67	77	58	61	60	60	58	72	63
Set definite standards of achievement	50	51	59	21	17	52	61	57	53	54	55	46
Present system is satisfactory	8	4	4	1	3	9	0	7	0	4	2	5
HOW CAN SCHOOLS MEET THE INCREASING DEMANDS OF INDUSTRY AND COMMERCE?												
Ascertain present needs of industry and commerce	65	51	75	60	57	56	67	74	55	42	62	60
Present adequate and up-to-date job information	32	48	43	62	42	48	47	49	38	69	43	47
Have local industries aid in curriculum planning	50	46	52	48	44	47	56	45	55	42	47	48
Foster recognition of dignity of labor	37	34	45	48	40	36	42	32	73	46	32	40
Provide better guidance and counseling	62	53	67	81	71	74	69	66	48	81	62	69
Teach modern vocational courses	73	79	68	58	53	72	61	68	70	69	75	68
Put greater emphasis on basic skills	47	49	46	56	43	48	50	58	40	46	50	49
Train students for specific jobs	22	20	15	7	10	24	19	11	20	15	32	18
Provide equal opportunities to learn	27	40	48	49	54	39	33	34	30	50	35	41

3.2 (p.5)

PERCENT OF COMMUNITY LEADERS WHO EXPRESSED THEIR OWN VIEWS ON:

	State legislators	County, city officers	Boards of education	School superintendents	Classroom instructors	PTA presidents	Business men	Industrialists	Farm, labor leaders	Women's club officers	Communications media	TOTALS
HOW CAN SCHOOLS HELP COLLEGE-BOUND STUDENTS? N:	60	83	69	89	100	279	36	53	40	26	60	896
Improve teaching of basic skills	42	35	55	36	49	43	50	51	35	58	53	45
Give more individual attention to students	22	29	17	55	53	28	22	28	35	23	37	33
Develop higher sense of responsibility	47	57	45	53	58	50	50	57	60	50	40	51
Encourage students to prepare themselves	75	67	67	55	42	72	67	66	73	50	68	65
Cultivate better study habits	78	70	87	81	67	76	86	90	85	77	82	78
Improve counseling services	47	43	55	56	52	50	53	43	40	62	42	50
Upgrade the curriculum	42	35	45	28	34	32	36	36	28	35	47	35
Increase financial aid	15	18	6	12	18	22	8	4	33	12	15	17
HOW CAN SCHOOLS DEAL WITH INCREASING LOAD OF SUBJECT MATTER?												
Select subject matter carefully	72	72	75	81	84	78	80	77	65	84	70	77
Lay chief stress on basic subjects	48	55	62	28	31	52	56	62	68	65	55	50
Lengthen school year	32	23	29	38	30	28	50	25	30	23	33	30
Develop new techniques	53	57	59	87	76	66	56	60	53	69	65	66
Lengthen school day	12	6	15	19	11	6	14	11	10	8	8	10
Develop new courses	43	34	22	33	36	44	36	34	30	11	35	36

3.2 (p.6)

PERCENT OF COMMUNITY LEADERS WHO EXPRESSED THEIR OWN VIEWS ON:

	State legislators	County, city officers	Boards of education	School superintendents	Classroom instructors	PTA presidents	Business men	Industrialists	Farm, labor leaders	Women's club officers	Communications media	TOTALS
HOW CAN SCHOOLS ATTRACT AND RETAIN COMPETENT PERSONNEL? N:	60	83	69	89	100	279	36	53	40	26	60	896
Raise status of teachers	65	60	62	79	81	63	56	74	53	54	62	66
Provide aides for teachers	38	25	38	42	39	41	31	23	30	54	37	37
Improve working conditions	45	47	42	71	69	37	31	36	42	19	42	46
Increase teacher-community contacts	20	28	16	19	13	24	30	38	27	19	27	23
Improve opportunities for advancement	67	54	62	57	61	61	64	56	52	69	58	60
Improve recruiting from colleges	42	35	26	19	15	33	36	26	27	23	33	29
Raise salaries	67	46	76	79	73	66	44	53	57	61	62	65
Adopt merit system	20	31	30	8	11	37	50	47	42	35	35	30
WHAT CHANGES IN THE CONTROL OF PUBLIC SCHOOLS SEEM ADVISABLE?												
School boards should exercise more fiscal control	23	20	43	31	41	15	39	26	25	19	25	26
The "little people" should also be on school boards	32	36	16	18	23	33	22	6	32	11	20	26
The State Board should be given more control	7	2	6	7	6	5	11	7	2	4	5	5
School boards should be elected	23	36	10	11	33	41	30	17	45	31	38	31
Increase federal control	2	0	1	2	3	2	5	2	5	8	3	2
Present system is satisfactory	40	25	55	48	31	28	30	47	10	31	22	33

3.2 (p.7)

PERCENT OF COMMUNITY LEADERS WHO EXPRESSED THEIR OWN VIEWS ON:

	State legislators	County, city officers	Boards of education	School superintendents	Classroom instructors	PTA presidents	Business men	Industrialists	Farm, labor leaders	Women's club officers	Communications media	TOTALS
HOW CAN THE PUBLIC SCHOOLS DEAL WITH INCREASED COSTS? N:	60	83	69	89	100	279	36	53	40	26	60	896
Raise additional taxes	30	23	36	47	45	21	19	32	20	27	28	29
Cut expenditures	5	16	6	0	2	5	8	5	10	12	12	6
Use funds more wisely	60	64	48	39	46	53	66	60	60	77	53	54
Raising money is not the responsibility of the schools	38	41	46	38	41	44	39	36	37	27	38	41
FROM WHERE SHOULD THE ADDITIONAL FUNDS COME?												
Higher local taxes	20	24	45	32	35	38	33	51	27	50	28	35
State lottery	8	23	6	4	10	21	19	7	22	15	23	15
Increased federal support	23	22	17	46	53	31	25	9	27	23	27	30
Parents of school children	7	10	4	1	3	11	11	11	17	4	12	9
More state aid	78	58	64	83	76	50	36	41	45	42	50	58
Large foundations	10	8	6	4	5	12	19	23	2	12	17	10

Table 3.3
PERCENT OF COMMUNITY LEADERS BY MARYLAND GEOGRAPHIC REGIONS

	Region of Job Location					Region of Residence					
	Urban	Suburban	Western Md.	Eastern Shore	Southern Md.	Urban	Suburban	Western Md.	Eastern Shore	Southern Md.	TOTALS
WHAT ARE REGARDED AS THE BASIC GOALS OF AMERICAN EDUCATION? N:	224	234	131	101	37	108	418	167	131	46	896
Develop literate adults by teaching our youths a body of basic knowledge	31	32	28	40	32	35	30	27	39	28	32
Prepare students to participate as citizens in a democratic society	61	63	53	59	57	60	62	53	60	59	60
Provide the best education for every child according to his abilities	83	80	73	70	76	82	81	74	73	82	79
Imbue students with a sound philosophy of life and a sense of ideals	39	39	44	39	35	34	37	40	38	37	38
Teach students to think and stimulate in them a desire to learn	72	79	72	66	65	68	78	72	68	65	73
WHAT SHOULD A YOUNG PERSON GET OUT OF HIS SCHOOLING?											
Development of his potentials	83	82	67	78	73	79	82	65	78	72	77
Sense of responsibility	60	62	60	63	51	66	60	59	60	57	60
Set of ethical, moral values	48	48	48	53	48	52	45	47	50	46	47
Ability to find, hold a job	29	30	29	31	24	32	30	31	33	30	30
Good background in basic subjects	55	60	55	56	65	46	59	55	59	65	57
Ability to make social adjustments	29	26	21	20	35	20	28	22	22	30	25
Ability to think, make decisions	79	81	78	77	78	79	79	77	76	78	78
Good citizenship	56	52	54	59	65	65	51	58	60	65	56
Good work habits	29	36	36	34	22	19	36	34	36	28	34

In addition to the above, 169 persons did not have, or did not indicate a job location; and 26 persons did not indicate their place of residence.

3.3 (p.2)

PERCENT OF COMMUNITY LEADERS BY MARYLAND GEOGRAPHIC REGIONS

	Region of Job Location					Region of Residence					
	Urban	Suburban	Western Md.	Eastern Shore	Southern Md.	Urban	Suburban	Western Md.	Eastern Shore	Southern Md.	TOTALS
WHAT ARE CONSIDERED THE MAJOR PROBLEMS FACING THE PUBLIC SCHOOLS TODAY? N:	224	234	131	101	37	108	418	167	131	46	896
Overcrowding	64	61	53	50	65	72	61	55	53	71	61
Lack of funds	53	46	43	41	59	59	47	42	40	65	47
Lack of facilities	48	44	40	34	41	43	45	41	32	37	42
Lack of qualified teachers	80	79	71	77	76	81	77	72	77	80	77
Lack of public support	33	30	38	38	32	27	33	36	39	30	34
Poor community relations	21	17	36	24	27	17	20	34	25	24	23
Inadequate salaries	49	47	47	52	43	49	49	48	57	45	50
Poor administration	20	25	21	25	24	20	23	20	25	19	22
HOW CAN CLASSROOM TEACHING BE IMPROVED?											
Reduce class sizes	76	78	66	74	81	81	77	67	74	80	76
Hire more teachers	41	45	26	35	35	42	41	29	38	41	38
Use team teaching	28	26	30	21	27	29	27	27	26	26	28
Require better preparation	61	57	56	55	57	65	57	58	50	54	58
Increase in-service training	53	53	56	48	57	44	53	50	47	54	53
Build more and better classrooms	38	31	27	32	36	25	32	29	31	52	32
Pay adequate salaries	69	62	58	65	59	70	64	58	67	59	64
Encourage research	38	35	37	31	30	35	38	35	30	28	35
Reduce clerical work	44	49	46	42	41	39	48	44	41	45	45

In addition to the above, 169 persons did not have, or did not indicate a job location; and 26 persons did not indicate their place of residence.

3.3 (p.3)

PERCENT OF COMMUNITY LEADERS BY MARYLAND GEOGRAPHIC REGIONS

	Region of Job Location					Region of Residence					
	Urban	Suburban	Western Md.	Eastern Shore	Southern Md.	Urban	Suburban	Western Md.	Eastern Shore	Southern Md.	TOTALS
IN WHAT AREAS DO SCHOOLS NEED TO PROVIDE FOR CHILDREN MORE ADEQUATELY? N:	224	234	131	101	37	108	418	167	131	46	896
Challenging children to work to full capacity	82	81	73	81	94	79	81	72	82	93	81
More attention to the intellectually handicapped	26	24	32	25	16	26	26	31	27	22	26
More attention to culturally deprived	49	41	27	26	32	55	43	28	29	28	39
More attention to intellectually gifted	39	42	33	37	24	39	40	33	38	28	38
More attention to the average child	48	42	54	43	43	49	49	53	47	50	48
More and improved counseling	62	54	62	64	70	59	59	62	60	67	61
Better technical-vocational training	62	70	66	74	83	59	68	63	71	84	67
HOW CAN CLASSROOM TEACHERS IMPROVE THEIR WORK?											
Be more dedicated	34	34	47	44	48	44	33	49	43	43	39
Show enthusiasm	47	49	39	43	38	36	50	39	44	41	45
Give pupils individual attention	54	54	50	47	42	55	53	48	47	50	51
Understand and love children	48	47	45	44	56	46	49	49	57	52	49
Maintain class discipline	42	46	51	51	56	40	46	51	54	65	49
Be eager to learn	52	46	35	33	35	52	47	33	34	28	42

In addition to the above, 169 persons did not have, or did not indicate a job location; and 26 persons did not indicate their place of residence.

3.3 (p.4)

PERCENT OF COMMUNITY LEADERS BY MARYLAND GEOGRAPHIC REGIONS

	Region of Job Location					Region of Residence					
	Urban	Suburban	Western Md.	Eastern Shore	Southern Md.	Urban	Suburban	Western Md.	Eastern Shore	Southern Md.	TOTALS
HOW CAN PUBLIC SCHOOL ADMINISTRATION BE IMPROVED? N:	224	234	131	101	37	108	418	167	131	46	896
Improve school-community communications	65	56	75	63	86	60	59	72	68	77	64
Train people for school administration	62	55	53	51	65	56	60	53	52	67	56
Encourage climite of freedom in schools	32	36	26	22	29	40	33	24	21	26	30
Give school administrators more authority	22	23	18	26	22	25	23	17	24	21	23
Improve communications within schools	51	55	53	42	51	45	54	51	48	48	51
Free teachers to teach in classrooms	64	69	60	57	54	69	64	57	62	54	62
Set definite standards of achievement	47	41	51	47	54	40	46	50	47	58	46
The present system is satisfactory	3	7	5	5	0	3	5	6	5	2	5
HOW CAN SCHOOLS MEET THE INCREASING DEMANDS OF INDUSTRY AND COMMERCE?											
Ascertain present needs of industry and commerce	68	60	60	51	70	56	63	58	53	63	60
Present adequate and up-to-date job information	50	42	48	50	59	43	46	46	48	63	47
Have local industries aid in curriculum planning	48	48	45	43	64	51	47	46	47	56	47
Foster recognition of dignity of labor	40	43	38	34	24	43	42	37	37	28	40
Provide better guidance and counseling	72	67	69	61	73	69	69	69	65	76	69
Teach modern vocational courses	63	71	63	72	75	59	70	63	72	77	68
Place greater emphasis on basic skills	46	50	54	49	46	49	46	53	49	43	48
Train students for specific jobs	16	16	19	20	35	17	15	22	22	30	18
Provide equal opportunities to learn	47	42	37	29	22	52	42	37	33	32	41

In addition to the above, 169 persons did not have, or did not indicate a job location; and 26 persons did not indicate their place of residence.

3.3 (p.5)

PERCENT OF COMMUNITY LEADERS BY MARYLAND GEOGRAPHIC REGIONS

		Region of Job Location					Region of Residence					
		Urban	Suburban	Western Md.	Eastern Shore	Southern Md.	Urban	Suburban	Western Md.	Eastern Shore	Southern Md.	TOTALS
HOW CAN THE SCHOOLS HELP COLLEGE-BOUND STUDENTS?	N:	224	234	131	101	37	108	418	167	131	46	896
Improve teaching of basic skills		44	48	41	44	38	47	43	42	47	43	44
Give more individual attention to students		37	38	35	26	30	35	35	33	23	30	34
Develop higher sense of responsibility		42	54	52	48	54	55	51	52	48	50	52
Encourage students to prepare themselves		60	63	69	71	62	60	61	69	74	65	64
Cultivate better study habits		77	76	75	79	76	74	77	76	81	84	77
Improve counseling services		54	56	42	37	59	50	56	39	36	54	49
Upgrade the curriculum		31	29	40	42	50	27	33	36	40	47	35
Increase financial aid		19	16	16	13	16	25	15	19	14	17	17
HOW CAN THE SCHOOLS DEAL WITH THE INCREASING LOAD OF SUBJECT MATTER?												
Select subject matter carefully		74	79	75	80	83	70	77	75	79	77	77
Lay chief stress on basic subjects		39	53	57	46	48	52	47	54	48	54	50
Lengthen school year		36	28	28	29	27	28	33	30	28	24	29
Develop new techniques		69	69	60	61	75	60	69	59	63	73	65
Lengthen school day		13	7	8	10	11	14	10	8	8	11	10
Develop new courses		42	38	33	28	29	35	40	33	30	30	36

In addition to the above, 169 persons did not have, or did not indicate a job location; and 26 persons did not indicate their place of residence.

3.3 (p.6)

PERCENT OF COMMUNITY LEADERS BY MARYLAND GEOGRAPHIC REGIONS

	Region of Job Location					Region of Residence					
	Urban	Suburban	Western Md.	Eastern Shore	Southern Md.	Urban	Suburban	Western Md.	Eastern Shore	Southern Md.	TOTALS
HOW CAN THE SCHOOLS ATTRACT AND RETAIN COMPETENT PERSONNEL? N:	224	234	131	101	37	108	418	167	131	46	896
Raise status of teachers	70	71	54	59	65	67	70	52	64	65	66
Provide aides for teachers	36	38	28	33	43	45	37	32	35	46	37
Improve working conditions	53	48	40	41	59	57	46	38	43	54	46
Increase teacher-community contacts	18	22	30	24	29	19	21	29	23	28	23
Improve opportunities for advancement	67	58	53	59	65	54	65	54	56	63	60
Improve recruiting from colleges	29	26	36	26	32	30	27	36	27	30	29
Raise salaries	71	64	55	64	67	71	65	56	68	61	64
Adopt merit system	25	30	44	32	19	19	29	41	31	22	30
WHAT CHANGES IN THE CONTROL OF PUBLIC SCHOOLS SEEM ADVISABLE?											
School boards should exercise more fiscal control	26	26	30	25	24	31	25	27	26	26	26
The "little people" should also be on school boards	25	19	26	28	22	35	20	30	31	30	26
The State Board should be given more control	8	4	4	7	0	6	6	4	5	2	5
School boards should be elected	20	35	38	27	30	18	32	41	27	36	31
Increase federal control	3	3	4	1	0	2	2	4	2	0	2
Present system is satisfactory	38	38	28	34	32	28	37	25	33	30	33

In addition to the above, 169 persons did not have, or did not indicate a job location; and 26 persons did not indicate their place of residence.

3.3 (p.7)

PERCENT OF COMMUNITY LEADERS BY MARYLAND GEOGRAPHIC REGIONS

	Region of Job Location					Region of Residence					
	Urban	Suburban	Western Md.	Eastern Shore	Southern Md.	Urban	Suburban	Western Md.	Eastern Shore	Southern Md.	TOTALS
HOW CAN THE PUBLIC SCHOOLS DEAL WITH INCREASED COSTS? N:	224	234	131	101	37	108	418	167	131	46	896
Raise additional taxes	36	35	23	23	29	30	33	24	23	30	29
Cut expenditures	2	6	14	9	0	2	5	13	8	0	6
Use funds more wisely	49	52	60	56	51	52	49	60	59	54	54
Raising money is not the responsibility of the schools	41	40	38	43	48	38	42	34	42	38	41
FROM WHERE SHOULD THE ADDITIONAL FUNDS COME?											
Higher local taxes	35	40	37	30	27	27	39	35	30	30	35
State lottery	15	14	12	20	19	10	15	14	20	23	15
Increased federal support	41	31	21	24	40	46	30	22	24	43	31
Parents of school children	8	9	10	10	5	4	10	8	9	4	8
More state aid	67	55	52	53	67	76	57	51	53	72	58
Large foundations	11	10	11	11	11	11	9	11	9	11	10

In addition to the above, 169 persons did not have, or did not indicate a job location; and 26 persons did not indicate their place of residence.

Table 3.4

PERCENT OF MARYLAND COMMUNITY LEADERS BY INTERESTS

	Position on public education			Activity in public education			Community activities reported				
	Highly favorable	Moderate approval	No position taken	Highly active	Moderately active	Not involved	Active in 1 group	Active in 2 groups	Active in 3 or 4	Active in 5 or more	TOTALS
N:	619	208	18	384	388	78	459	222	189	23	896
WHAT ARE REGARDED AS THE BASIC GOALS OF AMERICAN EDUCATION? TO:											
Develop literate adults by teaching our youths a body of basic knowledge	29	39	67	32	31	45	32	31	32	30	32
Prepare students to participate as citizens in a democratic society	63	58	44	64	59	48	59	64	58	52	60
Provide the best education for every child according to his abilities	82	74	78	82	79	76	74	85	80	86	79
Imbue students with a sound philosophy of life and sense of ideals	39	39	38	38	36	45	38	37	39	43	38
Teach students to think and stimulate in them a desire to learn	75	76	72	74	76	75	72	75	77	47	73
WHAT SHOULD A YOUNG PERSON GET OUT OF HIS SCHOOLING?											
Development of his potentials	79	78	66	80	77	74	75	80	78	86	77
Sense of responsibility	60	62	66	59	61	64	61	60	58	64	60
Set of ethical and moral values	47	48	44	51	44	44	46	50	47	47	47
Ability to find and hold a job	31	32	33	32	30	30	28	32	33	38	30
Good background in basic subjects	57	58	71	57	59	58	57	58	58	43	57
Ability to make social adjustments	25	24	22	25	25	20	24	26	27	17	25
Ability to think and make decisions	78	82	55	78	79	83	78	83	75	56	78
Good citizenship	57	53	72	58	56	49	55	60	54	39	56
Good work habits	32	34	66	32	34	41	33	34	35	26	33

In addition to the above, 51 persons did not indicate their position on public education, and 46 persons did not indicate their degree of activity.

3.4 (p.2)

PERCENT OF MARYLAND COMMUNITY LEADERS BY INTERESTS

	Position on public education			Activity in public education			Community activities reported				
	Highly favorable	Moderate approval	No position taken	Highly active	Moderately active	Not involved	Active in 1 group	Active in 2 groups	Active in 3 or 4	Active in 5 or more	TOTALS
N:	619	208	18	384	388	78	459	222	189	23	896
WHAT ARE CONSIDERED THE MAJOR PROBLEMS FACING THE PUBLIC SCHOOLS TODAY?											
Overcrowding	61	65	71	53	67	79	61	62	56	69	61
Lack of funds	51	36	43	58	40	35	46	47	50	51	47
Lack of facilities	43	39	44	45	38	48	41	43	37	51	41
Lack of qualified teachers	78	76	83	78	77	80	77	76	78	73	77
Lack of public support	34	35	27	31	38	28	32	38	33	30	34
Poor community relations	22	26	5	21	26	19	20	26	27	13	23
Inadequate salaries	52	45	55	51	52	40	47	53	49	60	50
Poor administration	19	30	22	21	23	21	21	22	22	34	22
HOW CAN CLASSROOM TEACHING BE IMPROVED?											
Reduce class sizes	76	75	94	73	79	80	74	81	72	74	76
Hire more teachers	38	35	66	37	39	44	37	39	38	43	38
Use team teaching	28	28	22	25	30	25	28	24	30	39	28
Require better preparation	57	64	66	59	57	62	55	60	60	64	58
Increase in-service training	54	45	33	59	48	34	50	50	53	56	51
Build more and better classrooms	32	33	33	31	32	40	32	34	29	30	32
Pay adequate salaries	67	61	55	65	64	64	62	67	62	81	64
Encourage research	37	33	17	38	34	24	34	35	35	47	35
Reduce clerical work	46	43	49	48	43	45	45	50	40	40	45

In addition to the above, 51 persons did not indicate their position on public education and 46 persons did not indicate their degree of activity.

3.4 (p.3)

PERCENT OF MARYLAND COMMUNITY LEADERS BY INTERESTS

	Position on public education			Activity in public education			Community activities reported				
	Highly favorable	Moderate approval	No position taken	Highly active	Moderately active	Not involved	Active in 1 group	Active in 2 groups	Active in 3 or 4	Active in 5 or more	TOTALS
N:	619	208	18	384	388	78	459	222	189	23	896
IN WHAT AREAS DO SCHOOLS NEED TO PROVIDE FOR CHILDREN MORE ADEQUATELY?											
Challenging children to work to full capacity	81	81	77	82	81	77	78	80	84	86	80
More attention to the intellectually handicapped	29	23	17	27	28	21	28	24	25	26	26
More attention to culturally deprived	40	36	22	48	30	38	40	39	35	35	39
More attention to intellectually gifted	40	36	22	38	38	34	39	38	33	43	38
More attention to average child	49	49	88	50	48	53	40	47	49	48	49
More and improved counseling	59	63	77	57	64	60	57	62	62	68	60
Better technical-vocational training	69	65	60	69	66	67	62	74	72	69	67
HOW CAN CLASSROOM TEACHERS IMPROVE THEIR WORK?											
Be more dedicated	37	44	44	40	38	42	36	42	43	43	39
Show enthusiasm	46	40	44	45	47	38	45	45	44	43	45
Give pupils individual attention	53	53	54	52	51	59	51	51	52	43	51
Understand and love children	52	50	22	52	49	51	49	54	48	52	50
Maintain class discipline	45	54	72	38	56	53	48	47	50	52	49
Be eager to learn	44	37	43	53	35	32	41	43	42	39	42

In addition to the above, 51 persons did not indicate their position on public education and 46 persons did not indicate their degree of activity.

3.4 (p.4)

PERCENT OF MARYLAND COMMUNITY LEADERS BY INTERESTS

	Position on public education			Activity in public education			Community activities reported				
	Highly favorable	Moderate approval	No position taken	Highly active	Moderately active	Not involved	Active in 1 group	Active in 2 groups	Active in 3 or 4	Active in 5 or more	TOTALS
N:	619	208	18	384	388	78	459	222	189	23	896
HOW CAN PUBLIC SCHOOL ADMINISTRATION BE IMPROVED?											
Improve school-community communications	66	63	50	67	66	51	62	66	67	73	65
Train people for school administration	57	55	60	56	58	51	54	57	55	73	56
Encourage climate of freedom in schools	32	23	22	35	25	29	31	30	24	39	30
Give school administrators more authority	22	27	17	19	24	31	21	24	24	17	23
Improve communications within schools	54	44	44	59	47	32	51	51	48	60	51
Free teachers to teach in classrooms	63	61	77	65	63	66	61	62	65	56	62
Set definite standards of achievement	44	54	49	42	50	44	47	46	43	60	46
The present system is satisfactory	5	3	5	5	5	5	5	5	5	0	5
HOW CAN SCHOOLS MEET THE INCREASING DEMANDS OF INDUSTRY AND COMMERCE?											
Ascertain present needs of industry and commerce	61	58	56	60	59	63	58	64	58	56	60
Present adequate and up-to-date job information	50	44	38	47	49	39	47	50	42	48	47
Have local industries aid in curriculum planning	48	49	44	48	47	46	45	48	52	55	47
Foster recognition of dignity of labor	40	40	28	43	36	41	39	38	42	47	40
Provide better guidance & counseling	71	66	50	71	71	55	66	69	71	78	69
Teach modern vocational courses	68	73	66	68	69	72	65	73	68	73	68
Place greater emphasis on basic skills	48	52	43	49	49	46	49	46	52	43	49
Train students for specific jobs	17	19	38	15	21	21	17	21	16	21	18
Provide equal opportunities to learn	42	41	22	42	36	41	41	40	42	30	41

In addition to the above, 51 persons did not indicate their position on public education and 46 persons did not indicate their degree of activity.

3.4 (p.5)

PERCENT OF MARYLAND COMMUNITY LEADERS BY INTERESTS

	Position on public education			Activity in public education			Community activities reported				
	Highly favorable	Moderate approval	No position taken	Highly active	Moderately active	Not involved	Active in 1 group	Active in 2 groups	Active in 3 or 4	Active in 5 or more	TOTALS
N:	619	208	18	384	388	78	459	222	189	23	896
HOW CAN THE SCHOOLS HELP COLLEGE-BOUND STUDENTS?											
Improve teaching of basic skills	44	43	60	45	44	53	43	46	47	34	44
Give more individual attention to students	33	32	44	37	29	35	32	35	30	38	33
Develop higher sense of responsibility	50	56	39	53	52	43	53	51	47	43	51
Encourage students to prepare themselves	66	65	66	59	71	68	64	63	67	69	65
Cultivate better study habits	79	79	77	77	81	77	76	81	76	86	78
Improve counseling services	51	47	28	52	50	39	49	51	46	64	49
Upgrade the curriculum	34	37	27	37	30	40	35	30	35	47	35
Increase financial aid	17	18	16	16	18	16	17	14	19	13	17
HOW CAN THE SCHOOLS DEAL WITH THE INCREASING LOAD OF SUBJECT MATTER?											
Select subject matter carefully	80	73	71	78	78	77	78	77	72	82	77
Lay chief stress on basic subjects	48	54	77	44	55	57	50	48	52	51	50
Lengthen school year	30	31	22	30	31	29	27	31	34	34	30
Develop new techniques	68	58	71	73	62	55	66	65	63	73	65
Lengthen school day	8	12	11	10	9	13	10	13	10	4	10
Develop new courses	37	35	27	35	36	37	36	38	31	43	36

In addition to the above, 51 persons did not indicate their position on public education and 46 persons did not indicate their degree of activity.

3.4 (p.6)

PERCENT OF MARYLAND COMMUNITY LEADERS BY INTERESTS

	Position on public education			Activity in public education			Community activities reported				
	Highly favorable	Moderate approval	No position taken	Highly active	Moderately active	Not involved	Active in 1 group	Active in 2 groups	Active in 3 or 4	Active in 5 or more	TOTALS
N:	619	208	18	384	388	78	459	222	189	23	896
HOW CAN THE SCHOOLS ATTRACT AND RETAIN COMPETENT PERSONNEL?											
Raise status of teachers	69	61	55	72	63	60	65	69	62	73	66
Provide aides for teachers	39	34	28	39	35	39	35	38	38	51	37
Improve working conditions	49	35	44	57	36	42	47	45	41	56	46
Increase teacher-community contacts	22	26	22	20	25	20	22	20	27	22	23
Improve opportunities for advancement	62	59	50	58	65	50	57	64	60	65	60
Improve recruiting from colleges	27	35	49	26	31	35	30	25	32	26	29
Raise salaries	66	62	65	67	65	60	64	67	63	61	64
Adopt merit system	28	36	33	21	38	34	30	30	31	34	30
WHAT CHANGES IN THE CONTROL OF PUBLIC SCHOOLS SEEM ADVISABLE?											
School boards should exercise more fiscal control	26	24	27	29	21	26	24	28	26	30	26
The "little people" should also be on school boards	25	28	17	24	27	22	26	24	26	34	26
The State Board should be given more control	5	6	0	5	6	5	4	3	8	17	5
School boards should be elected	31	32	33	28	34	31	28	35	29	34	31
Increase federal control	2	3	5	3	1	2	3	1	4	0	2
Present system is satisfactory	36	23	16	36	31	29	31	34	34	26	33

In addition to the above, 51 persons did not indicate their position on public education and 46 persons did not indicate their degree of activity.

3.4 (p.7)

PERCENT OF MARYLAND COMMUNITY LEADERS BY INTERESTS

	Position on public education			Activity in public education			Community activities reported				
	Highly favorable	Moderate approval	No position taken	Highly active	Moderately active	Not involved	Active in 1 group	Active in 2 groups	Active in 3 or 4	Active in 5 or more	TOTALS
N:	619	208	18	384	388	78	459	222	189	23	896
HOW CAN THE PUBLIC SCHOOLS DEAL WITH INCREASED COSTS?											
Raise additional taxes	31	25	22	38	20	31	30	30	25	25	29
Cut expenditures	5	8	0	4	7	7	5	7	6	4	6
Use funds more wisely	52	59	44	49	59	57	54	54	52	56	54
Raising money is not the responsibility of the schools	42	39	49	39	43	35	38	44	40	56	41
FROM WHERE SHOULD THE ADDITIONAL FUNDS COME?											
Higher local taxes	37	31	5	36	34	34	35	35	35	17	35
State lottery	14	17	21	10	19	13	15	15	10	35	15
Increased federal support	33	25	16	34	26	31	31	30	28	26	30
Parents of school children	7	12	11	4	11	12	8	8	8	12	8
More state aid	62	57	55	70	50	52	54	63	61	69	58
Large foundations	10	11	11	7	11	12	9	13	9	8	10

In addition to the above, 51 persons did not indicate their position on public education and 46 persons did not indicate their degree of activity.

Table 3.5

PERCENT OF COMMUNITY LEADERS BY SCHOOL BACKGROUND

	Elementary and high school attendance				
	Not in Maryland	Md. public schools	Md. public high only	All others	TOTALS
N:	387	372	53	84	896
WHAT ARE REGARDED AS THE BASIC GOALS OF AMERICAN EDUCATION?					
To develop literate adults by teaching our youths a body of basic knowledge	34	31	24	27	32
To prepare students to participate as citizens in a democratic society	63	58	57	50	60
To provide the best education for every child according to his abilities	77	81	79	74	79
To imbue students with a sound philosophy of life and a sense of ideals	33	39	41	55	38
To teach students to think and stimulate in them a desire to learn	76	72	73	68	73
WHAT SHOULD A YOUNG PERSON GET OUT OF HIS SCHOOLING?					
Development of his potentials	78	75	83	78	77
Sense of responsibility	59	61	56	63	60
Set of ethical and moral values	45	50	45	44	47
Ability to find and hold a job	29	32	26	64	30
Good background in basic subjects	58	57	60	50	57
Ability to make social adjustments	27	22	24	27	25
Ability to think and make decisions	77	80	75	75	78
Good citizenship	55	57	60	48	56
Good work habits	32	35	30	34	33

3.5 (p.2)

PERCENT OF COMMUNITY LEADERS BY SCHOOL BACKGROUND

	Elementary and high school attendance				
	Not in Maryland	Md. public schools	Md. public high only	All others	TOTALS
N:	387	372	53	84	896
WHAT ARE CONSIDERED THE MAJOR PROBLEMS FACING THE PUBLIC SCHOOLS TODAY?					
Overcrowding	56	62	69	70	61
Lack of funds	48	46	54	46	47
Lack of facilities	38	46	45	33	41
Lack of qualified teachers	79	76	73	76	77
Lack of public support	35	33	28	31	34
Poor community relations	21	27	13	18	23
Inadequate salaries	54	43	48	58	50
Poor administration	24	20	28	19	22
HOW CAN CLASSROOM TEACHING BE IMPROVED?					
Reduce class sizes	73	77	82	76	76
Hire more teachers	36	37	47	46	38
Use team teaching	29	28	26	15	28
Require better preparation	59	55	62	60	58
Increase in-service training	55	49	47	42	51
Build more and better classrooms	28	34	45	33	32
Pay adequate salaries	65	62	71	65	64
Encourage research	36	34	28	33	35
Reduce clerical work	45	45	35	46	45

3.5 (p.3)

PERCENT OF COMMUNITY LEADERS BY SCHOOL BACKGROUND

	Elementary and high school attendance				
	Not in Maryland	Md. public schools	Md. public high only	All others	TOTALS
N:	387	372	53	84	896
IN WHAT AREAS DO SCHOOLS NEED TO PROVIDE FOR CHILDREN MORE ADEQUATELY?					
Challenging children to work to full capacity	79	82	79	73	80
More attention to the intellectually handicapped	25	27	24	28	26
More attention to culturally deprived	41	35	43	34	39
More attention to intellectually gifted	41	34	33	42	38
More attention to the average child	44	52	56	54	49
More and improved counseling	60	58	64	59	60
Better technical-vocational training	64	69	73	66	67
HOW CAN CLASSROOM TEACHERS IMPROVE THEIR WORK?					
Be more dedicated	35	42	46	41	39
Show enthusiasm	44	47	34	42	45
Give pupils individual attention	53	48	52	54	51
Understand and love children	46	55	43	51	50
Maintain class discipline	44	51	53	55	49
Be eager to learn	49	35	43	35	42

3.5 (p.4)

PERCENT OF COMMUNITY LEADERS BY SCHOOL BACKGROUND

	Elementary and high school attendance				
	Not in Maryland	Md. public schools	Md. public high only	All others	TOTALS
N:	387	372	53	84	896
HOW CAN PUBLIC SCHOOL ADMINISTRATION BE IMPROVED?					
Improve school-community communications	64	67	69	52	65
Train people for school administration	54	57	56	59	56
Encourage climate of freedom in schools	35	25	22	26	30
Give school administrators more authority	19	23	23	39	23
Improve communications within schools	52	50	60	37	51
Free teachers to teach in classrooms	66	60	52	60	62
Set definite standards of achievement	46	43	58	52	46
The present system is satisfactory	5	4	7	6	5
HOW CAN SCHOOLS MEET THE INCREASING DEMANDS OF INDUSTRY AND COMMERCE?					
Ascertain present needs of industry and commerce	64	57	58	47	60
Present adequate and up-to-date job information	44	52	36	44	47
Have local industries aid in curriculum planning	47	47	62	45	47
Foster recognition of dignity of labor	40	40	32	39	40
Provide better guidance and counseling	73	66	60	64	69
Teach modern vocational courses	68	66	73	75	68
Place greater emphasis on basic skills	48	53	47	33	49
Train students for specific jobs	16	19	20	23	18
Provide equal opportunities to learn	43	38	43	40	41

3.5 (p.5)

PERCENT OF COMMUNITY LEADERS BY SCHOOL BACKGROUND

	Elementary and high school attendance				
	Not in Maryland	Md. public schools	Md. public high only	All others	TOTALS
N:	387	372	53	84	896
HOW CAN THE SCHOOLS HELP COLLEGE-BOUND STUDENTS?					
Improve teaching of basic skills	47	43	45	34	44
Give more individual attention to students	34	31	32	34	33
Develop higher sense of responsibility	53	50	45	46	51
Encourage students to prepare themselves	57	68	73	77	65
Cultivate better study habits	74	81	77	82	78
Improve counseling services	52	46	58	46	49
Upgrade the curriculum	38	32	24	40	35
Increase financial aid	16	17	24	15	17
HOW CAN THE SCHOOLS DEAL WITH THE INCREASING LOAD OF SUBJECT MATTER?					
Select subject matter carefully	77	77	75	74	77
Lay chief stress on basic subjects	45	52	60	58	50
Lengthen school year	32	28	26	28	30
Develop new techniques	65	65	75	61	65
Lengthen school day	11	8	7	13	10
Develop new courses	37	35	36	32	36

3.5 (p.6)

PERCENT OF COMMUNITY LEADERS BY SCHOOL BACKGROUND

	Elementary and high school attendance				
	Not in Maryland	Md. public schools	Md. public high only	All others	TOTALS
N:	387	372	53	84	896
HOW CAN THE SCHOOLS ATTRACT AND RETAIN COMPETENT PERSONNEL?					
Raise status of teachers	69	61	55	73	66
Provide aides for teachers	38	35	32	37	37
Improve working conditions	44	46	56	45	46
Increase teacher-community contacts	23	25	19	15	23
Improve opportunities for advancement	62	58	62	58	60
Improve recruiting from colleges	26	28	43	37	29
Raise salaries	66	61	69	66	64
Adopt merit system	29	33	33	19	30
WHAT CHANGES IN THE CONTROL OF PUBLIC SCHOOLS SEEM ADVISABLE?					
School boards should exercise more fiscal control	26	26	21	26	26
The "little people" should also be on school boards	20	31	26	23	26
The State Board should be given more control	5	6	9	3	5
School boards should be elected	35	27	23	30	31
Increase federal control	3	1	4	2	2
Present system is satisfactory	34	32	34	30	33

3.5 (p.7)

PERCENT OF COMMUNITY LEADERS BY SCHOOL BACKGROUND

	Elementary and high school attendance				
	Not in Maryland	Md. public schools	Md. public high only	All others	TOTALS
N:	387	372	53	84	896
HOW CAN THE PUBLIC SCHOOLS DEAL WITH INCREASED COSTS?					
Raise additional taxes	36	22	30	30	29
Cut expenditures	4	8	7	7	6
Use funds more wisely	47	58	58	59	54
Raising money is not the responsibility of the schools	41	40	39	40	41
FROM WHERE SHOULD THE ADDITIONAL FUNDS COME?					
Higher local taxes	42	29	28	29	35
State lottery	16	14	13	18	15
Increased federal support	31	31	17	29	30
Parents of school children	8	8	11	10	8
More state aid	57	60	54	56	58
Large foundations	8	11	9	14	10

Table 3.6
PERCENT OF MARYLAND COMMUNITY LEADERS BY ATTITUDES

	State legislators	County, city officers	Boards of education	School superintendents	Classroom instructors	PTA presidents	Business men	Industrialists	Farm, labor leaders	Women's club officers	Communications media	TOTALS
N:	60	83	69	89	100	279	36	53	40	26	60	896
HOW GOOD ARE THE SCHOOLS TODAY IN MEETING THEIR RESPONSIBILITIES?												
Superior	0	2	1	3	1	1	0	0	0	0	0	1
Very good	25	29	39	42	23	25	25	7	10	23	14	25
Adequate	30	30	33	22	18	26	20	34	33	11	30	26
Poor	5	9	6	3	8	5	19	4	10	4	15	7
Much variation among schools	38	24	15	27	47	39	33	51	45	58	38	37
No opinion	2	6	6	3	3	4	3	4	2	4	3	4
HOW DOES THE QUALITY OF EDUCATION COMPARE WITH THAT OF 20 YEARS AGO?												
Much better	27	39	58	57	42	44	31	28	15	27	18	39
Somewhat better	42	26	22	27	31	27	36	28	33	19	35	29
About the same	5	8	7	2	8	9	5	4	13	8	7	7
Probably poorer	10	12	2	1	4	4	14	21	12	4	20	8
The periods cannot be compared	15	11	7	9	11	11	11	13	25	31	15	13
No opinion	1	4	4	4	4	5	3	6	2	11	5	4
HOW WELL ARE THE SCHOOLS TODAY MEETING THE NEEDS OF ALL CHILDREN?												
Excellently	2	10	9	1	1	5	3	0	0	4	3	4
Acceptably	68	58	68	71	47	71	58	59	55	50	53	63
Indifferently	13	19	11	16	25	9	17	23	13	15	17	15
Poorly	13	7	6	7	19	10	19	9	27	15	20	12
No opinion	4	6	6	5	8	5	3	9	5	16	7	6